

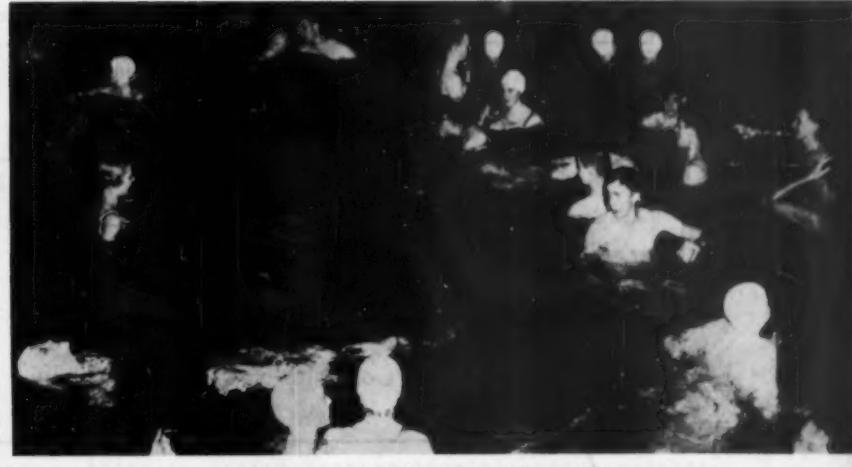
School Activities



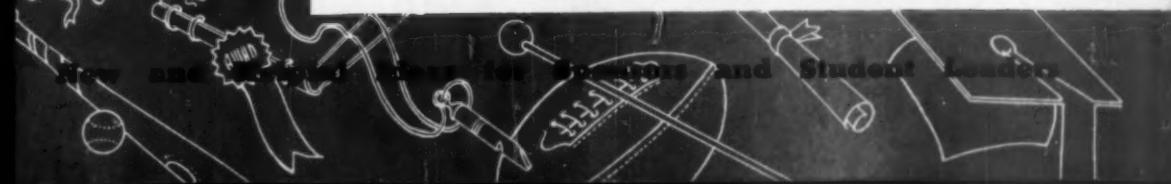
DECEMBER 1959



Dramadears, Hamilton Junior High School, Seattle, Washington



Publications Workshop Dip, Athens, Ohio



1959 Girls and Student Leaders

MASCOT POST CARDS

Designed Especially for Your School

TIPTON HIGH SCHOOL



BOBCATS

Actual size, 3 1/2 X 5 1/2

- Immediately identifies your school
- Excellent for promoting all school activities
- An exclusive card for your student body

**Attractive mascot design, sharp engravings, and clear bright colors.
Fine printing on handsome sparkling white Kromekote cardboard.**

- A profitable promotion for any student council
- Easily handled and distributed
- Presents your school in the best tradition

Please send complete information on the **MASCOT POST CARD**

School _____
Organization _____
Address _____
City and State _____
Signature _____ Position _____

The Collegiate Etchings Company

P.O. Box 182

LAWRENCE, KANSAS

Advisory Board

IRA A. BOGARD

Executive Secretary
New Mexico Association
of Student Councils
Portales, New Mexico

LAURENCE R. CAMPBELL

Florida State University
Tallahassee, Florida

FRED B. DIXON

John Marshall High School
Richmond, Virginia

ELBERT K. FRETWELL

Boy Scouts of America
New York, New York

HAROLD E. GIBSON

Illinois State Normal
University
Normal, Illinois

LYMAN B. GRAYBEAL

Colorado State College
Greeley, Colorado

EDGAR G. JOHNSTON

Wayne University
Detroit, Michigan

L. R. KILZER

University of Wyoming
Laramie, Wyoming

CARL H. KOPPEL

Kansas State High School
Activities Association
Topeka, Kansas

VERNON C. LINGREN

University of Pittsburgh
Pittsburgh, Pennsylvania

GEORGE E. MATHEIS

Denver Public Schools
Denver, Colorado

LAWRENCE A. RIGGS

DePauw University
Greencastle, Indiana

WILLIAM S. STERNER

Rutgers University
Newark, New Jersey

ADOLPH UNRUH

Washington University
Saint Louis, Missouri

GERALD M. VAN POOL

National Association of
Secondary School
Principals
Washington, D. C.

DONALD I. WOOD

University of Texas
Austin, Texas

School Activities

HARRY C. MCKOWN, *Editor*

RALPH E. GRABER, *Managing Editor*

C. R. VAN NICE, *Associate Editor*

Vol. XXXI, No. 4

December, 1959

Contents

| | |
|--|--|
| As the Editor Sees It | 98 |
| Profits from Our School Store | Robert S. Kennedy 99 |
| Round-the-World Tree Trimming | Erma Reynolds 100 |
| A Shot in the Arm for the Health Club | William S. Linn 101 |
| Methods for Improving Parent-Teacher Relationships | Adelyn Margaret Rotholtz 103 |
| The Mineralogy and Lapidary Club in the High School | Sherman Tresca 108 |
| The All-Night Commencement Party | Harold V. Gallaher 109 |
| Features Tell the Junior High Story | Don H. Otto 111 |
| Solving Some Problems in Taking Basketball Game Movies | Dick Flanagan and Harold Hainfeld 114 |
| Student Publication Budgeting | Laurence R. Campbell 115 |
| Our 1958-59 Student Council Projects | Anna E. Williams 117 |
| What You May Need | 118 |
| Assembly Programs for January | 119 |
| News Notes and Comments | 123 |
| How We Do It: | |
| Foreign Students Have All the Fun! | Erwin F. Karner 125 |
| A Sportsmanlike Code | Bowling Green High School 125 |
| Bottles to Blossoms | Associated Press 126 |
| Dollars for Scholars | Arcadia High School 126 |
| A Halloween Fair | Shumway Junior High School 126 |
| Teen-age Page | Kalamazoo High School 126 |
| Dress Right | American Institute of Men's and Boys' Wear 126 |
| Welcome Wiggle | Edsel Ford High School 127 |
| Welcome Program | Appleton High School 127 |
| Dress-up Day | Mary Cocks and Kenneth Koch 127 |
| L. C. S. Is On The Air | Morris Gerber 127 |
| Hand Plaques | Florence B. Galbreath and Yolanda Ingrassi 127 |
| Examination of Conscience for Student Councils | The Federation Newsletter 127 |
| Donkeys and Basketball for a Good Cause! | Erwin F. Karner 128 |
| Among the Books | 128 |
| Comedy Cues | 128 |

Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY, 1041 New Hampshire Street, Lawrence, Kansas. Single copies 50 cents. \$4.00 per year.

Entered as second class matter at the post office at Lawrence, Kansas, under the Act of March 31, 1879.
All rights reserved by School Activities Publishing Company.

As the Editor Sees It



CHRISTMAS! A season not only for rejoicing, celebrating, giving and receiving, but also a season for SAFETY. Unapproved lights and fixtures, naked candle flames, dangerous ornaments and decorations, flimsy garments and costumes, and similar items may make it (and have made it for some) a season of suffering and tragedy. Why not promote a SAFE CHRISTMAS?

"BLEAK SEASON . . . You think you got troubles . . . How about the poor coach at — High School. His football team went 0-9 this fall . . . failing to score a point, while their opponents tallied 379 points" (from a November, 1959, newspaper sports page).

Why blame the coach? Why not blame this school's Board of Education and its Administration for so stupidly allowing football under such conditions? And why not blame the authorities of the other schools for so stupidly scheduling such "competition"?

The authority of a certain state High School Athletic Association to ban two transfer basketball players was recently upheld unanimously by the Supreme Court of that state. Fine!

The 1959 STUDENT COUNCIL YEARBOOK (\$1.50, 1201 Sixteenth St., N.W., Washington 6, D. C.) is a "must" publication for all student councils. It includes a detailed report of the National Association's 23rd Annual Conference held at Pittsburgh, Pa., last spring, information about the 24th Conference to be held at Janesville, Wis., next spring, the new NASC constitution, suggestions for summer workshops, a bibliography of last year's pertinent articles, and reports of state associations.

The 200 pages devoted to the addresses and the reports of 100 discussion groups provide definite suggestions and materials which will help any student council develop its policies, plan its programs and projects, and solve its problems.

"The Summer Student Council Workshop" (Chap. V) is a detailed 16-page presentation of exactly how to organize a workshop. AND, nearly all of this excellent material is about as ap-

plicable to the student council conference as it is to the summer workshop. Hence, we highly recommend this chapter to any and all committees responsible for setting up a student council conference, large or small.

Establishing and developing an "interest-bearing fund" for the support of extracurricular activities is an ambition of some sponsors and administrators. In general, this is a delusion and a snare because (1) it tends to produce skimping on present activities and (2) its income, relatively, will always be small. The income from a fund of \$1,000, for example, would only be around thirty or forty dollars.

The size of a student council can never be accepted as evidence of its value or effectiveness. If it is large the greater is the likelihood that there will be looseness and lost motion within it and the more attention it will devote to its own machinery and less to its activities and projects. If it is small, the greater will be the work-load of its members and a consequent danger of spreading itself out too thin. A council should be tailored to fit the local setting and continually altered as this setting changes.

With the exception of knowledge gained through such public shows as athletics, music, and dramatics, the average community's stock of information about the extracurricular program is small. The purposes, organization, administration, and projects as represented in the home room, assembly, clubs, student council, publications, and trips, for example, are too frequently not understood or are misunderstood by the average parent and citizen.

The PTA program represents an excellent opportunity through which intelligent community understanding, appreciation, and support can be developed. In some schools the president of the student council is an ex-officio member of the PTA cabinet and as such helps to promote a sensible cooperation in the interest of an enlightened community. In others, the director of activities or the principal fills this important position. Who does this job may be relatively unimportant; the important thing is that it should be done.

Properly handled, a school store is not only a convenience for students and teachers but also represents an activity which results in educational, as well as financial, profits.

Profits from Our School Store

EXPANDING school enrollments and fixed educational budgets mean that the problem of financing the numerous "extras" needed in maintaining a well-rounded school program is becoming more and more acute. This problem is alleviated to a considerable degree at Mansfield's John Simpson Junior High School by using the profits from the school store.

These profits help to promote and maintain our audio-visual program—filmstrips, recordings, records, tapes, and filmstrip machines. They are also used to buy supplemental material for our remedial and "fast-learning" classes. Assembly programs are partially financed by them and extra printed materials and office supplies are purchased from the store coffers.

The school store not only provides money to finance these extra school projects but it also provides a number of valuable services for the entire student body. A long-standing problem confronting classroom teachers has been the problem of students coming to class without paper and pencil. The store has helped by furnishing the teachers with these supplies which can be sold quickly in the classroom to forgetful students.

Necessary pencils and paper can be purchased at the school store before morning home room period. The central location of the store on the first floor, adjacent to the administration offices, makes it possible for the entire building to have easy access to school supplies.

Often art teachers are faced with the problem of students not having the necessary materials

OUR COVER

The upper picture shows a group of Dramadears of Alexander Hamilton Junior High School, Seattle, Washington. This club, composed of about 100 boys and girls, studies both creative and formal drama and performs at assemblies, Talent shows, and public meetings. The sponsor, Mary L. Evans, is at the right.

A student workshop means work but also organized recreational and social activities as well. In the lower picture high school journalists attending the Annual Publications Workshop at Ohio University, Athens, Ohio, are relaxing in the University's Olympic-style swimming pool.

ROBERT H. KENNEDY

Formerly Assistant Principal

*John Simpson Junior High School
Mansfield, Ohio*

such as water colors, brushes, paste, scissors, etc. The store carries a full line of art supplies.

The store was organized in 1952. Since, sales have had a mushroom growth. Last year gross sales totaled \$2,672.68 with a profit of around \$600.00.

Following is a list of the items and the quantities, in gross unless otherwise indicated, sold during the year.

Notebook paper, 50; typing paper, 12; stenographers' pads, 15; notebook covers, $\frac{1}{2}$; gummed reinforcements, $\frac{1}{2}$; erasers, 25; pencils, 120; mechanical pencils and pens, 3; rulers, 2; compasses, 1; protractors, 10.

Pen and pencil refills, $\frac{1}{2}$; crayolas, 1; water color boxes, $\frac{1}{2}$; water color refills, 1; Scotch tape, $\frac{1}{2}$; book covers, 1; badges, $\frac{1}{2}$; dictionaries, 1 doz.; emblem shirts, 4 doz.; school color caps, 4 doz.

Although one aim of the store project is to show a profit, every effort is made to furnish the students with school supplies at as modest a price as possible.

In addition to selling needed supplies the store furnishes a number of other services for the students. Senior High School football tickets are placed on sale Monday through Friday during the football season. These student tickets can be purchased at the store window between classes, during the students' lunch period, and before school. This saves the last minute rush to the ticket booth at the stadium on game nights. It makes it possible for the Senior High Athletic Department to realize a better advance sale of student tickets. Our other school organizations also use the store to sell their tickets for concerts, plays, and dances.

The store also serves as a dispersal point for all students using the restrooms during the school day. In order to control the restroom traffic and to eliminate the usual restroom problems of marked walls, plugged plumbing and smoking, the following procedure was established.



Ninth grade store workers under the supervision of Mrs. Jessie Brown, store adviser, close the store for the day by counting money, recording sales and preparing change for the next day's business.

Pupils going to restrooms from classes or study halls are sent to the store by the teachers. Upon arrival there, the attendant has the student sign the register book, giving name, room number, and arrival time. The student then takes a special restroom permit card and proceeds to one of the first floor restrooms. These are the only ones used during classes or study halls. All other building restrooms are used during class change. When the student returns from the restroom, he indicates "time returning" on the register book, and goes to his classroom with pass properly stamped. This method has been successful in regulating and controlling restroom traffic. It has enabled school authorities to check and eliminate the usual vandalism acts.

Store attendants are carefully selected and trained. The selection is made from a list of applicants received from home room teachers. These applicants must have a "C" or better average, and be recommended by their home room teachers. They are screened by the store faculty adviser and the assistant principal.

Because the store is open from ten minutes before the start of home room period until the end of the final class period, approximately twenty workers are needed. Only one worker is used each period, and because of our present practice of maintaining fewer study halls and longer class periods with supervised study, each worker serves only a few periods each week.

Mrs. Jessie Brown, store adviser, trains the workers at after-school meetings, orders the store supplies and supervises the counting and recording of the money. She is relieved of a home room duty to compensate for the extra time involved in carrying out her store duties.

An envelope containing one dollar in change is picked up by the store worker at the beginning of the period from the school secretary, whose office is adjacent to the store. At the end of the period the receipts and amount of change are recorded by the worker on the envelope and returned to the secretary. From these envelopes a complete report of the daily receipts is made.

The school store not only furnishes profits which finance special school services and supplies, but also is a source of educational value for the many students involved in its operation. Students, faculty, and administration all agree that our school store is a valuable and worthwhile part of school life.

Round-The-World

Tree Trimmings

ERMA REYNOLDS
Longmeadow, Mass.

If you are having a Christmas tree in your classroom this year make it a round-the-world tree and have the class create ornaments for it that are typical of tree trimmings of the different countries.

ENGLAND: Christmas trees in England are trimmed much the same as ours with the exception of an ornament that is placed at the top of most of the trees. This is a replica of the royal crown. Make this English symbol for your tree by cutting cardboard crown-shaped. Cover it with gold foil and simulate the gems with colored foil.

FRANCE: French Christmas trees are decorated with bonbons and handmade paper ornaments. Have the youngsters create the French ornaments by pasting two small paper doilies together, back to back. Paste a shining foil star in the center of each ornament and hang on the tree with thread.

GERMANY: Decorated cookies, gingerbread men and gilded walnuts pretty-up German Christmas trees. For the German contribution to your classroom tree have the children make the walnut ornaments. The walnuts are painted with gold or silver paint, or covered with thin mucilage and rolled in colored metallic glitter. Attach loops of gold or silver string to the nuts with plastic glue.

HAWAII: Christmas comes in summer in Hawaii, so their Christmas trees are unlike our evergreen varieties. Many Hawaiians create a Christmas tree using a variety of material: palm leaves, driftwood, paper, plastic, cloth. Native flowers and decorated seed pods are used for ornamentation. If milkweed pods are available, your youngsters can make a Hawaiian decoration. Paint the outside of the pods with gold or silver paint and the inside with any gay colored enamel. Attach a loop of thread or ribbon with plastic glue.

MEXICO: Birds, straw chains and piñatas (fragile pottery containers filled with candy and toys and decorated with paper) are popular decorations in Mexico, where Christmas is also celebrated in warm weather. The bird ornament would be easy to make for your Mexican trimming. Cut bird figures from bright-colored construction paper, or fashion them from peanuts. A little paint, paper for wings and tails, plus imagination, will transform peanuts into gay Mexican birds.

NORWAY: Fishing is one of Norway's major industries, so it is not surprising that paper fish nets are featured on the Norwegian Christmas trees. To make these, start with an 18-inch

square of white tissue paper. Fold in half. Fold to a square. Fold again to make a triangle, bringing folded edge to folded edge. Continue putting folded edge to folded edges as often as possible to form a long dart. Trim the wide end evenly. Starting at the point, make diagonal cuts all along one side. Repeat the cutting on the opposite side of dart, taking care to cut in between slashes already made. Open carefully. Smooth paper out flat on a table. Slide the fingers through three or four rows of the cuts along the outer edge. Gently pull and shake and lift up and up.

POLAND: Polish folk have great fun making egg ornaments for their Christmas trees. To make an egg-shell ornament, pierce a small hole in each end of an egg. Remove the inner contents with air pressure from a pastry tube. Paint the shells in bright colors and decorate with Christmas stickers. Attach a loop of string to each end with Scotch tape or plastic glue.

SWEDEN: A feature of Swedish Christmas trees is straw which they place around the base of the tree. This represents the stable where Christ was born. If it is possible to obtain straw, this would add a charming symbolic touch to your classroom tree.

Although the name Health Club may "resound with a dull thud," the intriguing activities of such a group are anything else but.

A Shot in the Arm for the Health Club

"YOU MOUSE-TRAPPED US INTO IT."

I wasn't sure about the use of the term, but I was reasonably certain what he meant. It was the last meeting of our Health Club and we were talking about how the group had started the previous semester. The boy who made the comment, a star football player and an "A" student, had hit the nail on the head: I had maneuvered the Health class into forming a club.

Any good school club needs two things: a group of interested students and an adviser or sponsor who is also interested and reasonably competent. Before this club was born I was sure we had the former and I hoped we had the latter.

As the class moved forward from the beginning of the year, it developed that there were many things we wanted to do that couldn't be undertaken during class time: field trips we

WILLIAM S. LINN
Yerington High School
Yerington, Nevada

wanted to take, projects we hoped to develop, an assembly we planned to present, a safety campaign we wished to conduct.

I must be honest and admit that many of these items could have been incorporated into the curriculum. However (prevaricator that I am!), I hinted that we wouldn't cover the material outlined in the course of study unless we spent extra time digging deeper into some of the problems and ideas raised in the formal class sessions. For reasons I'll never understand the class "bought" the idea and the Health Club came into existence. So my football friend was right: I "mousetrapped them into it."

A word about the name "Health Club": It

resounds with a dull thud; it has about as much lift as a baking-powder biscuit without the baking powder. Last fall we appointed a committee to select a name. They came up with half a dozen suggestions and we turned them all down. For instance, after we visited the local hospital and watched a resident surgeon sew up an emergency patient, one bright lad suggested the name, "The Stitch and Suture Club." We got rid of that one in a hurry. "Psychos Unlimited," which was born after we visited the state mental hospital, met the same deserved fate. Once we had a practical nurse give a talk about her duties: taking temperatures, making beds, handling bed pans, giving back rubs and all the rest of it. You can guess the name that was suggested after this: "The Panhandlers." We killed that one in a hurry. The club name committee was appointed as a temporary committee; it has been temporary for nine months. Maybe we just lack imagination.

Club Day in our school is on Thursday afternoon during a forty-minute activity period and it's an exceptional day when we finish our business in the allotted time. Our group meets in a regular classroom about one time out of four. The rest of the time we're scurrying around the community visiting hospitals, the local open-pit copper mine (where the company's safety program was explained to us), the city police and fire departments (where we learned about safety factors in automobile driving and safety precautions in the home), the office of the County Physician (who told us about the public health program in our community and state), a local "grade A" dairy farm (where we learned how milk is pasteurized and saw a cow suffer the indignity of being milked by machinery), and even a restaurant (where the owner explained the various factors that resulted in his establishment's receiving a "Class A" rating by the State Health Department).

About half of our time in the club room is spent listening to and asking questions of guest speakers. The Public Health Nurse told us about her work, as did our own school nurse. One of our coaches discussed the health and safety aspects of the athletic program, and our principal talked about the various safety problems that are found in a public school. A local physician told us about his profession, as did our local veterinarian. The Department of Agriculture's meat inspector (we have a "slaughter-house" in

our town) informed us how the government seal of approval is placed on freshly processed meat, and the proprietor of a local food emporium explained how fresh fruits and vegetables are prepared for the market and stored.

We spend about half our time at school in project and committee work. We conducted a school safety campaign (with posters all over the place), presented an assembly program before the whole student body, and helped the administration conduct the twice-a-month fire drills that are required by law in our state. (We held the stop watches; the average time for emptying the building: 35 seconds.) When the fire chief inspected the premises we tagged right along behind. We even found a couple of possible hazards that he missed.

Some of the club members (about one-third, I'd say) worked on individual or group projects throughout the two semesters and these were exhibited at the last P.T.A. meeting of the year. A camera enthusiast roamed hither and yon about the campus for nine months taking pictures of students performing various hazardous acts—running down the hall, climbing the stairs four at a time, sliding down bannisters, skating across the shower-room floor on a cake of soap (we had to censor this one), leaning too far back in a chair; one lad gazing dreamily out the window while operating a power saw, another paring his fingernails with a straight-edge razor, still another "burning rubber" while driving his car out of the school parking lot. These pictures were processed by the photographer and placed in an album. Some of them found their way into the yearbook.

Two girls made a very realistic papier-mâché model of the human brain and a couple of boys constructed a working model of the human circulatory system. This last-named project was a honey—until the night it was exhibited at the P.T.A. meeting.

The circulatory system model consisted of an outline of the human body drawn on cardboard, to which was fastened about a mile (it seemed) of plastic tubing. Half of the plumbing was filled with red ink (arteries) and half with blue ink (veins). Each part of the system, after it had completed its journey through the body, disappeared through a hole in the cardboard and to the end of each tube was attached—of all things—an empty water pistol. The idea was that you

pressed the trigger and the resulting air pressure forced the ink through the tube. But the inventors forgot one minor item: an outlet. When you build up too much pressure, something has to give. Something did. A group of admiring P.T.A. members gathered around the gadget and the boy in charge pressed the trigger. The arteries came to life, jumped off the cardboard like a

scalded rattlesnake, and the thing bled to death all over a couple of P.T.A.-ers. That marked the demise of a (potentially) good project, one shirt, and a dress.

This health club was fun. More than that, it was instructive. Right now I'm trying to figure how to "mousetrap" some new members into the group next year.

Home and school have the same goal—well-educated and well-adjusted children—with each having its own particular responsibilities. For best results they must work cooperatively as a team.

Methods for Improving Parent-Teacher Relationships

TODAY, AS NEVER BEFORE, there seems to be a great need for parent-teacher or home-school relationships. Home-school relations is a new field, but yet it is not a separate field, different and apart from all other school programs. We have had in the past, and still are having today, parent-teacher relationships of one kind or the other, but this type of contact was not and is not the real effective program of guidance which involves the active and intelligent cooperation of *all* the parents. Working with parents along the field of guidance draws on exactly the same principles as does working with the school children themselves.

Parents can be expected to give their cooperation only when they understand what the school is trying to do and why it is doing such and such. It is for this reason that I firmly believe that any and all extracurricular activities, whether they be associated with the school and the student or with the parent and the school for the good of the student, should be thought about and prepared very carefully.

Both the teachers and the parents gain when we have correct and effective home-school relationships; however, the ones who really gain, and the ones for whom we as teachers want the gain, are the children. The techniques of home-school relationships exclusively involve adults, but the children are the ones who benefit the most in the end.

There are two broad goals concerned when we talk about home-school relationships. One goal is to bring about a better understanding between the parents and teachers as to what

ADELYN MARGARET ROTHOLTZ

*Reno Public Schools
Reno, Nevada*

children are really like, and the other goal is to bring about a better understanding between the parents and teachers as to what *good* education is really like, including these "frills and fancies," known today as extracurricular activities.

When these two goals are really achieved, then the parents and teachers will work together as a united team, and we can readily see that the children will gain in two ways. A richer, fuller, and more nourishing life, both in school and out, will be open to the children and they will be able to have much more of a consistent type of guidance, both in school and out, which in turn will give them a much better chance to live up to the very top point of their capabilities and powers.

Guidance is needed for every individual—not merely for those with severe and glaring problems, not only for those parents who can't seem to understand what the school is doing, not only for those teachers who don't go along with the newer educational ideas of today in regard to extracurricular activities, either during the school day or after school hours, but for everyone and at all times.

The desire of parents and teachers to cooperate is strong. Whatever failures there have been in their relationship can be attributed not to a lack of desire for cooperation, but to a lack of knowledge about how to achieve it, and a confusion over the nature of the obstacles and how

to overcome them. By far the largest obstacles, as well as being the most formidable ones, exist in the emotions of both parents and teachers. Home and school can work together toward a mutual goal—that of well-adjusted and well-educated children.

We must never forget the fact that both parents and teachers are human beings who are being pressed on every side with the huge problems of daily living in a very, very complex and confusing world. The better they get to know one another, naturally, and each other's work and problems, the more they will realize that they have more in common than in divergence. In what better way can just this be accomplished than through the method of participating in some type of extracurricular activity? A greater understanding of the nature of each other's work and responsibilities and of the emotional tensions and distractions under which each labors, will do wonders to build a closer relationship and dispel the old distrust which exists today.

There are a number of ways toward a closer cooperation, both for a greater understanding of the individual parent and individual teacher, and for a greater understanding of their different but dependent roles. Some of the major methods to encourage parent-teacher cooperation will be indicated along the lines of extracurricular activities, with a definite possibility of many, many more existing. It's up to the administration, the guidance workers, the individual teachers to use any and all methods toward getting and keeping this parent-teacher cooperation for the benefit of the American child who attends school today, whether he be in the first grade or the last year in high school.

To recognize the following qualities for both parents and teachers and actually to set them up as goals, is one very important step toward more effective cooperation. I feel that the parent should show qualities of cheerfulness, patience, fairness, firmness, and the ability to cooperate. Then, for the teacher, I feel that the relationships between the parents, teachers, and children could and would be much improved, if she or he would truthfully have an understanding and genuine love of children, would be very fair and kind, would try to cultivate a sense of humor, and learn the extreme degree of patience, in addition to her or his regular teaching skill, knowledge, and training. This is a lot, I know, but what teacher wouldn't try to increase her or

his already to-be powers of the above qualities for the sake of the children?

A school will be and can be only as good a school as the people of the community desire and are willing to support. Support comes only when the people understand the school, when they have a voice in shaping its policies, and when the parents and the teachers work together as a team. The truth of the matter is that there are communities in which parents and teachers have not found ways of pooling their resources, and it is in these communities where the children are on the bitter end of life. In many other communities, however, various techniques have been developed to build closer relations between the home and the school so that the common goals can be achieved.

Some of the methods by which parents and teachers can work together more productively and through which parent-teacher cooperation is encouraged would include open-houses, faculty frolics, get-acquainted teas and potluck suppers, the monthly P. T. A. meetings, parent education study-discussion groups, assembly programs, issuance of monthly or weekly bulletins, book fairs, talent shows, hobby shows, choral groups, personal conferences, neighborhood gatherings, casual conversations, open annual meetings, community workshop conference, parent education workshops, and a parent's night.

Each type of program serves some purposes better than others, and its appropriateness is, of course, one important point to consider when deciding upon a particular program. Naturally, variety in the forms of programs put on by the group heightens interest and enjoyment for everybody, and as such, it might be the selling point to have more parents attend future meetings. For a form of variety, I would suggest the following types of programs: lecture-discussion or lecture-forum, the symposium, the panel, film forum, roundtable conference or group discussion, circular response, and some novel types of programs such as "ice-breakers" to promote free and informal participation of all members of the group, "buzz sessions" (also known as "discussion 66"), dramatizations, role-playing, radio and television programs, "mock-radio" programs, "twenty questions," "your question, please," "brainstorming," and round-robin.

I truthfully feel that no single instrument is more important in building mutual understanding than the personal conferences between indi-

vidual parents and teachers. In these conferences, the parent and the teacher can exchange information, become better acquainted, and feel freer to give and take suggestions. Such private talks are absolutely necessary and essential if parents and teachers are to understand the child's rate of growth, his interests, whether he is working at his own capacity, and whether or not his emotional needs are being met, which naturally can be done through the medium of extracurricular activities. This is a good time to explain these activities to the parents and prove them worthwhile, whether they are taking a full period of the regular school day or taking up the child's time after school hours when the parents want their children home.

Actually, the parent-teacher conference is like a two-way street. The parent learns what the school is attempting to accomplish, what it demands of the child, and what kind of environment it provides for the pupil population. By means of the conference, the teacher gains information about the child's family background, interests, recreation, and vocation. The teacher also gains an understanding of the parents' philosophy of rearing children and their methods of discipline, direction, or control. All the information that a teacher gains from the parent during the parent-teacher conference may aid him in diagnosing and treating any of the emotional problems of children.

In-school contact with the parents would include many committee or child-study groups, parent-teacher meetings, or special programs and assemblies. Out-of-school contact would include neighborhood gatherings, and casual conversations in the store, at church, community-sponsored activities, or even on the street.

The parent-teacher conference is an excellent means of contact for the following reasons:

1. It provides an opportunity for a closer working relationship between the teacher and the parents.
2. It stimulates both parents and teachers to provide a better environment for the child.
3. It results in improved communication. From a relatively few words in a written communication, it is possible to increase the number of words exchanged from, say, 2,000 words to 4,000 words in a typical conference of from 15 to 20 minutes.
4. Parents not only develop a greater insight into the school and the problems their

child faces, but also feel that they play a more integral part in their child's education and training.

5. Parents and teachers learn to know each other better and develop greater mutual understanding of the child and greater respect for each other.

6. Areas of deficiency or proficiency in achievement, reasons for and types of extracurricular activities, can be established specifically and qualified or explained as necessary.

7. An opportunity is provided to place emphasis on the total growth of the child in a way that is never at all possible in a written report to the parent.

8. There is less chance of misunderstanding and misinterpretation of the evaluations made by the teacher.

9. Teachers develop better perspective because they more vividly realize that the child interacts with many other environmental forces than merely his school surroundings.

10. The child develops a greater feeling of security when he feels that the teacher and his parents are teamed together "for" rather than working at cross-purposes "against" him.

11. The school is able to establish a common ground with the community on school problems and policies, which proves that conferences are excellent public relations media.

When a student's development in or around school is being adversely affected, or is not being aided sufficiently by the home situations, and largely because of a lack of understanding on the part of the parents, rather than because of any lack of affection for their son or daughter, or any unwillingness to fulfill their functions as parents, efforts should be directed toward helping to improve or correct the home situation rather than toward taking the student out of the home.

This is especially true when it comes to allowing the individual child to remain after school to meet with his particular club members, or to participate in some after-school extracurricular activity. It can even occur if and when the extracurricular activity becomes part of the regular school day, because the parents don't want any of this "new education" for their children. They want them to learn the hard way as they did, and schooling today, just as in their day, is to gain knowledge and prepare for the future—not to enjoy yourself and have fun, as

the parents see non-school activities. Believe it or not, a lot of opposition still exists today in this field, and all methods and means of contact with the home and the parents should be utilized. Home visits, meetings, study groups, and conferences with parents at home, are a few of the means commonly employed by a number of schools for achieving this objective.

Home visits are most likely to be effective when made by a professionally trained visiting teacher. Unless the visitor is able to establish rapport with the parent or parents early in the visit, little in the way of understanding may be gained on either side. One important step in establishing rapport is to let the parents know in advance the approximate hour of the visit and the exact day for the visit. If this is not done, good working relations with the parents may never be possible.

If a parent or even the child is reluctant for the school worker to call at the home, then it is better to substitute a conference at the school for the visit to the home.

If the interview is done correctly, the parent will do most of the talking. By displaying a friendly, interested, responsive attitude, and by listening attentively, the school's worker makes it easy for the parent to talk about the situation so that the parent may understand his own role in it and see what he can do to correct or improve the situation for himself or herself as well as for the son or daughter.

One of the most used and often least useful techniques for communication between parents and teachers and for parent education, and one that would work wonders for high school students who are just being confronted with the problem of a number of extracurricular activities, is the large group meeting at which parents hear a talk by some school worker, a teacher, a student, or even a visiting expert in one field or the other. Actually, viewed in their entirety, parent group meetings with a definite purpose are a real builder of better relations between the home and the school, and between the schools and the community.

Large group meetings have a better chance at being effective when the parents play a more active role than that of just the listener, when the meetings are conducted in a way that permits and encourages communication between members of the audience and communication from individuals in the audience to individuals

on the stage, rather than communication mainly or only from the persons on the stage to the audience as a whole.

When films are used to vitalize this type of meeting, it is generally better to have them followed by informal group discussions in which the parents are the chief participants rather than by explanations and interpretations offered by some teacher, consultant, or student.

School-sponsored meetings of larger groups of parents and teachers can be helpful, too, in building better relations for both the school and the community.

One of the most effective means by which the barriers between parents and teachers can be torn down is through a study-discussion group devoted to parent education and child development. Here, parents and teachers learn to think and work together, and, as they study the principles of child guidance, each comes to understand the other's role. Hundreds of groups meet in the evenings so that fathers and working mothers have a chance to participate. Here, parents learn from each other and acquire a new assurance and a clearer understanding of the whole child and the whole child's world. Scores of study groups build their programs around the child of a particular age range, such as the pre-school child, the elementary school child, or the adolescent.

Small group study and discussion are natural methods for solving problems in a democracy. This is an indication that people are striving to work together to find answers to their mutual questions and problems and to solve their common problems. Since home and school are the major "guides" of children, and have mutual problems that need to be worked out cooperatively, the study-discussion group offers an ideal solution.

Working together on mutual problems greatly increases the understanding between parents and teachers. In recent years, the feeling of "a parent's place is in the home" and "a teacher's place is in the school" has diminished, and home-school cooperation has made marked progress. Parents and teachers are getting to know each other better, learning respect and appreciation of the other's role, and discovering that their separate purposes, in fact, amount to a single purpose. Parent-teacher harmony helps children bridge the gap between home and school, no matter what level of school.

Parents and teachers are working together for deeper understanding of their children. Parents and teachers should have a common knowledge of how children grow and develop and what can reasonably be expected at different age levels. If either the home or the school expects too much or too little, the child is likely to suffer. It is advantageous, therefore, to have teachers and parents studying the facts of child development together. It is very important that parents, teachers, and others who guide children in activities, understand the children's basic needs and how to meet them. Teachers and parents through study-discussion groups acquire common backgrounds or knowledge and understanding about child behavior. This facilitates the mutual understanding and cooperation necessary for a particular parent and teacher who wants to help an individual child.

Parents and teachers can help children even more directly by joining them in discussions of problems which concern both youth and adults today. From time to time parents and teachers have cooperated successfully with teen-age children in formulating codes of conduct, a common source of friction in homes and schools. Such codes could deal with such thorny teen-age problems as dating, home responsibilities, allowances, going steady, the family car, using the telephone, drinking, radio listening and television watching, and church attendance, as well as many, many other subjects of interest to teenagers and young adults.

A very successful method of working with parents has been used in a few schools. It is based on a plan for encouraging a group of parents to meet together in one of the homes. The principal, counselor, and some of the teachers meet with the parents. The groups are small, ten to twenty parents, but all very, very interested in the questions at hand. The program of the school is discussed and questions are raised. The members of the school staff then meet with each set of parents and discuss topics related to their own child. This procedure has worked unusually well wherever it has been tried out.

Types of problems usually discussed with the parents include the following list:

1. How can you help the child whose abilities and interests are far below parental desires?
2. What can be done for a child whose parents are attempting to fulfill their own ambitions in the life of their child?

3. How can you be helpful when academically able parents have a less able child?
4. What can you do when the parents insist on one occupation and only one for their child?
5. How can you help the child whose parents are overinterested in the child's welfare?
6. How can you help a child whose home life is filled with tensions between the parents?
7. How can you help a pupil indicating strong feelings of insecurity?
8. Are we doing a satisfactory job of working with parents and with resources in our community?
9. What should be done about uninterested parents?
10. How should over-protective parents be counseled?
11. How may guidance be given to parents who fail to give their children love and security?
12. How may the effect of "over-cultured" parents on pupils be neutralized and turned into other helpful channels?

One problem, for which counseling often is needed, centers in the pupil's understanding and adjustment to home conditions, whether it be in planning wise utilization of the economic resources of the family and of the pupil, whether it involves readjustment of the social standards of the home in terms of social demands made upon the pupil by groups in the school or the community, or whether it may include correlation between citizenship as practiced in the home on the one hand, and in the school or community on the other. All of these problems require understanding on the part of the pupil, the teacher, and the parents, followed by cooperative planning to produce the necessary readjustment.

Another serious problem involving both the parents and the pupil arises when parents attempt to dominate the education and vocational desires of the pupil. In order for the pupil to get full and fair consideration of his wishes and point of view, there are three approaches to the problem. The first involves a direct approach to the parents, which includes direct counseling with them about the pupil. A second approach is through compromise, and a third approach is to accept and try out the plans of the parents for a designated trial period, dropping them if they prove futile at the end of the trial period.

Many schools issue bulletins from time to time, describing some special phase of school

the parents see non-school activities. Believe it or not, a lot of opposition still exists today in this field, and all methods and means of contact with the home and the parents should be utilized. Home visits, meetings, study groups, and conferences with parents at home, are a few of the means commonly employed by a number of schools for achieving this objective.

Home visits are most likely to be effective when made by a professionally trained visiting teacher. Unless the visitor is able to establish rapport with the parent or parents early in the visit, little in the way of understanding may be gained on either side. One important step in establishing rapport is to let the parents know in advance the approximate hour of the visit and the exact day for the visit. If this is not done, good working relations with the parents may never be possible.

If a parent or even the child is reluctant for the school worker to call at the home, then it is better to substitute a conference at the school for the visit to the home.

If the interview is done correctly, the parent will do most of the talking. By displaying a friendly, interested, responsive attitude, and by listening attentively, the school's worker makes it easy for the parent to talk about the situation so that the parent may understand his own role in it and see what he can do to correct or improve the situation for himself or herself as well as for the son or daughter.

One of the most used and often least useful techniques for communication between parents and teachers and for parent education, and one that would work wonders for high school students who are just being confronted with the problem of a number of extracurricular activities, is the large group meeting at which parents hear a talk by some school worker, a teacher, a student, or even a visiting expert in one field or the other. Actually, viewed in their entirety, parent group meetings with a definite purpose are a real builder of better relations between the home and the school, and between the schools and the community.

Large group meetings have a better chance at being effective when the parents play a more active role than that of just the listener, when the meetings are conducted in a way that permits and encourages communication between members of the audience and communication from individuals in the audience to individuals

on the stage, rather than communication mainly or only from the persons on the stage to the audience as a whole.

When films are used to vitalize this type of meeting, it is generally better to have them followed by informal group discussions in which the parents are the chief participants rather than by explanations and interpretations offered by some teacher, consultant, or student.

School-sponsored meetings of larger groups of parents and teachers can be helpful, too, in building better relations for both the school and the community.

One of the most effective means by which the barriers between parents and teachers can be torn down is through a study-discussion group devoted to parent education and child development. Here, parents and teachers learn to think and work together, and, as they study the principles of child guidance, each comes to understand the other's role. Hundreds of groups meet in the evenings so that fathers and working mothers have a chance to participate. Here, parents learn from each other and acquire a new assurance and a clearer understanding of the whole child and the whole child's world. Scores of study groups build their programs around the child of a particular age range, such as the pre-school child, the elementary school child, or the adolescent.

Small group study and discussion are natural methods for solving problems in a democracy. This is an indication that people are striving to work together to find answers to their mutual questions and problems and to solve their common problems. Since home and school are the major "guides" of children, and have mutual problems that need to be worked out cooperatively, the study-discussion group offers an ideal solution.

Working together on mutual problems greatly increases the understanding between parents and teachers. In recent years, the feeling of "a parent's place is in the home" and "a teacher's place is in the school" has diminished, and home-school cooperation has made marked progress. Parents and teachers are getting to know each other better, learning respect and appreciation of the other's role, and discovering that their separate purposes, in fact, amount to a single purpose. Parent-teacher harmony helps children bridge the gap between home and school, no matter what level of school.

Parents and teachers are working together for deeper understanding of their children. Parents and teachers should have a common knowledge of how children grow and develop and what can reasonably be expected at different age levels. If either the home or the school expects too much or too little, the child is likely to suffer. It is advantageous, therefore, to have teachers and parents studying the facts of child development together. It is very important that parents, teachers, and others who guide children in activities, understand the children's basic needs and how to meet them. Teachers and parents through study-discussion groups acquire common backgrounds or knowledge and understanding about child behavior. This facilitates the mutual understanding and cooperation necessary for a particular parent and teacher who wants to help an individual child.

Parents and teachers can help children even more directly by joining them in discussions of problems which concern both youth and adults today. From time to time parents and teachers have cooperated successfully with teen-age children in formulating codes of conduct, a common source of friction in homes and schools. Such codes could deal with such thorny teen-age problems as dating, home responsibilities, allowances, going steady, the family car, using the telephone, drinking, radio listening and television watching, and church attendance, as well as many, many other subjects of interest to teenagers and young adults.

A very successful method of working with parents has been used in a few schools. It is based on a plan for encouraging a group of parents to meet together in one of the homes. The principal, counselor, and some of the teachers meet with the parents. The groups are small, ten to twenty parents, but all very, very interested in the questions at hand. The program of the school is discussed and questions are raised. The members of the school staff then meet with each set of parents and discuss topics related to their own child. This procedure has worked unusually well wherever it has been tried out.

Types of problems usually discussed with the parents include the following list:

1. How can you help the child whose abilities and interests are far below parental desires?
2. What can be done for a child whose parents are attempting to fulfill their own ambitions in the life of their child?

3. How can you be helpful when academically able parents have a less able child?
4. What can you do when the parents insist on one occupation and only one for their child?
5. How can you help the child whose parents are overinterested in the child's welfare?
6. How can you help a child whose home life is filled with tensions between the parents?
7. How can you help a pupil indicating strong feelings of insecurity?
8. Are we doing a satisfactory job of working with parents and with resources in our community?
9. What should be done about uninterested parents?
10. How should over-protective parents be counseled?
11. How may guidance be given to parents who fail to give their children love and security?
12. How may the effect of "over-cultured" parents on pupils be neutralized and turned into other helpful channels?

One problem, for which counseling often is needed, centers in the pupil's understanding and adjustment to home conditions, whether it be in planning wise utilization of the economic resources of the family and of the pupil, whether it involves readjustment of the social standards of the home in terms of social demands made upon the pupil by groups in the school or the community, or whether it may include correlation between citizenship as practiced in the home on the one hand, and in the school or community on the other. All of these problems require understanding on the part of the pupil, the teacher, and the parents, followed by cooperative planning to produce the necessary readjustment.

Another serious problem involving both the parents and the pupil arises when parents attempt to dominate the education and vocational desires of the pupil. In order for the pupil to get full and fair consideration of his wishes and point of view, there are three approaches to the problem. The first involves a direct approach to the parents, which includes direct counseling with them about the pupil. A second approach is through compromise, and a third approach is to accept and try out the plans of the parents for a designated trial period, dropping them if they prove futile at the end of the trial period.

Many schools issue bulletins from time to time, describing some special phase of school

work for the benefit of parents. This is a grand opportunity to introduce the subject of extracurricular activities to the parents of not only the incoming freshmen to a high school, but could serve as a reminder of such for parents of the sophomores, juniors, and seniors. To encourage parents who are reluctant to seek the limelight, yet have talents valuable to the school and community, school officials in one mid-western city developed a device that has proved highly successful. Whenever a new unit of work is introduced into the curriculum, a letter of explanation is sent home to the parents along with an invitation to contribute any materials or suggestions that might make the work more interesting to boys and girls in the school. This is also done for any new clubs and organizations formed in the school.

Another way in which parent-teacher groups can increase home-school cooperation is by bringing parents and teachers together for just plain good fellowship. Many a school starts off its year with social activities to help people get acquainted. A picnic for which the whole town turns out is a parent-teacher "annual" in many smaller communities. A little ingenuity can give a novel twist to such all-time favorites as potluck suppers, buffet lunches, and afternoon teas.

Talent shows, countless communities have found, are wonderful entertainment, and wonderful barrier breakers. Book fairs offer the opportunity of bringing the best literature on child development to the attention of the whole community. Hobby show is a good idea—every hobbyist likes to exhibit—and choral groups made up of parents and teachers add luster to any program. Square dancing is enjoying a revival all over the country today.

There is a teacher's philosophy of education as it relates to the cooperation of the home and the school for a better understanding of children, and it should include the following points:

1. Parents, on the whole, are anxious for their children to do well.
2. Adults, as well as children, have need for recognition and security.
3. The home is an educational agency as well as the school.
4. Parents and teachers together can guide the child better than either one doing it alone.
5. Parents may offer valid and helpful criticisms and suggestions.
6. The community affords both good and

bad educational opportunities for its children.

7. The home and the school, together, can work for a better community.

When parents and teachers put their heads together, concern for children soon turns into action. Their efforts produce not only better schools but better, healthier neighborhoods. Resourceful parents and teachers throughout the country have helped to improve the education available for children and the community conditions affecting these children. They have made major strides in building better human relations on local as well as international levels.

How true is the statement by Eva H. Grant when she says that "where there is genuine concern for children, there is no barrier so forbidding that it can separate parents and teachers for long."

Parents and teachers have learned through experience to face the facts and face them together. Home-school cooperation or parent-teacher relationships may not yet have reached the heights that we hope they will attain, but they are moving steadily and surely in that direction.

The Mineralogy and Lapidary Club in the High School

SHERMAN TRESCA

University of Nevada

Reno, Nevada

One extracurricular activity that should appeal to the average high school student is the mineralogy and lapidary club. Here is a club that is not only stimulating, has great fascination, but offers students a great deal of enjoyment and pleasure, and also has great educational value. The mineralogy club easily fulfills the fundamental urges of youth and offers him a great deal of activity.

The student is easily aroused to a sense of curiosity when it involves something so close to him as rocks, gems, and minerals. Nearly all states abound in minerals of some form or other. One needs only to seek them out in order to find and study them. What is more natural than for a high school student to be curious about fossils, minerals, rocks, and stones, or why certain rock formations are shaped as they are?

To satisfy this curiosity the high school club should take frequent field trips to photograph

and collect mineral and gem samples to be studied and worked with in the club mineral labs and shops. Thus, the migratory urge of the student is fulfilled. To mix with other students (and the other sex) on field trips that often take them far from civilization and place them on the threshold of nature, must surely fulfill a basic urge in all of us, to get away from it all for a while and to do it with friends and companions. This, the mineralogy club certainly can do.

Since a mineralogy and lapidary club is unique and different it is bound to set its club members off from other clubs. Here is a club that works and has fun with a fascinating subject. They do not discuss general things, but they accomplish much: they classify their rocks, study fossils, work stones into beautiful shapes and forms, and polish semi-precious jewels. All these can be readily displayed and shown to others. Here the club's work can be seen by all. Thus the student who does his work well naturally receives the plaudits and respect of his

fellow students—two things which would command loyalty to his club and school.

The lapidary aspect of the club as well as the mineralogical part of it is of great value to the education system. It develops the special abilities of students, improves their abilities to learn about nature and their environment, and allows the students to do something worthwhile and constructive.

Since a student loves to master things he has every opportunity to learn skills and mastery of the work with stones and gems in a lapidary shop. He becomes acquainted with the use of tools, polishers and cutters by following and imitating his instructor. This instructor is usually a science teacher, instructor in arts and crafts, school geologist, or a teacher who is a mineral hobbyist. In short, the mineralogy club easily and profitably capitalizes on some of the most important urges of youth—those of curiosity, wanderlust, loyalty, mastery, gregariousness, desire for recognition, and imitation.

To most graduating seniors commencement represents a beginning, to some it represents finality—the end. This second possibility has arisen with the newly developed idea of an all-night party.

The All-Night Commencement Party

IN JUNE OF EACH YEAR thousands of high school seniors walk across a stage or gymnasium floor to receive diplomas of graduation from the hands of the principal or district superintendent.

The ceremony has been dignified by the term *commencement* and implies the beginning or starting point from which the new (oh, how new) high school graduate will commence to face the problems and realities of an unstable, often emotionally degenerate, society.

Too frequently the dozen or more hours immediately following the young graduate's final day of his high school career bring sudden, violent, irrevocable termination to a life that had no opportunity to begin.

Or worse, dozens of fine-bodied young men and clear-eyed young women spend pain-wracked days in hospitals or remorse-filled nights at home trying to ease a conscience that had temporarily deserted them on the night of the "last blast." We refer to the senseless orgy of high-speed, high-horsepower, high-rolling

HAROLD V. GALLAHER
Ukiah High School
Ukiah, California

abandon called the all-night party which has become standard procedure in some high school communities.

How Did It Start?

No matter how able a student, how good a school-citizen, how circumspect in his daily outlook towards life, the teen-ager longs for the day when he may, with impunity, demonstrate to his parents and his teachers and the wide world his proper place in adult society. The graduation night fills the bill to perfection. Now he is no longer under the control of school authority. Now he has fulfilled his parents' ambition for him to get through school successfully. Now he has *arrived*. Now, unfortunately, he has to prove it all to himself. Somewhere, deep in his being, a tiny doubt still assails him. Yes, he *will* prove it to himself; once and for all time.

What better opportunity for the normally wise, usually alert, intelligent youth to shed the virtues of good judgment, discrimination and control of self? The all-night party offers a trap of opportunity baited with an emotionally charged atmosphere, a fast automobile and a small amount of illicitly procured liquor. The obvious tragedy-in-the-making occurs often enough to give pause for reflection among teenagers, parents, school administrations and teachers alike.

Who's to Blame?

It would be simple to place the mantle of responsibility on the school administration. The school too often blankets the parents with blame for the conduct of their offspring. The community often blames both school and parents. The writer would place blame on permissiveness, under pressure, indulged in by school, family, and community.

High school seniors are adept at making secret plans for the night's activities following graduation. They are equally adept at gaining parental permission to use the family car, stay out all night, travel to a private party at a resort fifty miles from home base, and "take just one bottle of beer because everybody else does it."

Let us face the facts. If liquor is available it will appear at the post-graduation party, often in startling amounts. Some parents (living in the age of enlightenment, of course) invite a few of their son's or daughter's special pals to the home for a "glass of champagne" or a "weak cocktail" before the all-night party gets under way. This is a commendable way of showing sons and daughters that parents trust in their good judgment. *But*, the one thing remaining to be dealt with is the fact that judgment and discrimination dissolve into licentiousness and reckless behavior under the stimulus of a false sense of freedom and cocksureness which pervades every graduation party.

What Is the Remedy?

Beginning in 1952, the senior class of the high school with which the writer is associated, requested that their graduation dinner and dance be held at a resort five miles off campus. The party was so arranged and was thoroughly enjoyed by all. No untoward events occurred.

The following year, demanding a bigger class party, the seniors held the dinner-dance at a lake resort twenty miles from the school

grounds. This affair was marred by several private soirees at the scene, instituted by parents who wanted to see that their children had a full evening. These parties were "crashed" by a number of uninvited guests, members of the class, who saw to it that the parties were enlivened by judicious additions of liquor to the punchbowls and coke bottles, the chaperoning parents remaining blissfully (let us say permissively) unaware. Both of these off-campus parties, be it noted, were followed on graduation night, later in the week, by bigger and better unsupervised all-night affairs instigated by the class itself without the knowledge of school authorities. The resultant publicity was distinctly unfavorable to the school on the basis that the school permitted and endorsed such activities.

Following years saw mushrooming all-night graduation parties which progressed uncontrolled despite the best efforts of school officials to arrange activity programs such as midnight shows, two-a.m. breakfasts and other semi-controlled entertainment for the graduating class.

In the year 1957 an apparent solution to the major aspects of the all-night party was found. A group of civic-minded, school-minded, socially-conscious parents pooled community and school resources to prepare and supervise an all-night party for the class.

A large community hall with dining facilities was obtained at the local fairgrounds just within the city limits. Music was provided for dancing, games were arranged for those who did not care to dance, refreshments of a nonalcoholic variety were abundantly available, and civic leaders who had no children in the graduating class were recruited to keep a watchful but unobtrusive eye on the proceedings.

City police officers patrolled the adjacent areas and the roads at the edges of town, but were not evident in the immediate party vicinity.

Finally, at three a.m. a substantial breakfast was offered the youngsters. Full stomachs and dance-fatigue soon became effective. Within minutes after the revellers had departed the scene, dates were deposited at their respective front doors and boys were en route home to the comforts of repose—sober, satisfied and successfully alive to greet a new day.

The same pattern of activities has been followed on commencement night for the past two years and has been highly regarded by seniors,

citizens and school personnel. It might be well worth mentioning that the school cooperated fully with the parents' committees in obtaining *written* parental permission for each senior to attend the all-night party, in publicizing and encouraging the affair, and in aiding to bring the year's activities to a safe, satisfying conclusion. The parent committees, however, accepted full responsibility for the conduct of the affair.

The outlook for continuing enthusiasm by all concerned is good. There have been no smash-ups, a minimum of alcohol-induced behavior, and excellent control of undirected joy-riding on

this important occasion.

Finally, and by far most important, is the fact that a community has come to recognize its obligation to help the school prevent possible disaster to its graduates. The school is grateful for closer, clearer community understanding of a skyrocketing problem. Graduates have appreciated the efforts of every institution to provide a carefree, reasonably controlled, cooperative function that has made commencement night a time of enlightenment rather than the scream of tortured tires ending in the grim finality of shattered glass and shattered lives.

The junior high school newspaper, though handicapped in several ways, can be and should be, through intelligent leadership, an intriguing and valuable publication.

Features Tell The Junior High Story

NO THOUSANDS CHEER as the junior high team takes the field; no local booster club writes a blank check for the support of the seventh grade athletic program; no scholarships to ivy-covered campuses reward the able ninth graders awaiting promotion to senior high: the junior high school simply is not a common source of major news stories of interest to the community. Perhaps the only news item in the local paper in an entire year with junior high associations will concern itself with unnamed students who have been accused of breaking a window in a building adjoining the school.

Yet every junior high school needs public support and interest. And there is a big story to tell at this level, a story of the successful accomplishments of interesting human beings who happen just now to be junior high students. What is happening to them in these three years is perhaps just as important as whatever may happen to them in the next three, or in any three years of their lives. But seldom does the real story of this part of their lives reach the public, the parents, or even the students themselves.

The story can be told, however, through the medium of a good junior high publication. Such a publication can not only reach the students, their parents, and other friends of the school, but can well serve as a fertile fund of stories and ideas upon which community newspapers, anxious to do a good job, can draw.

Often, however, the junior high publication

DON H. OTTO
Western High School
Anaheim, California

misses many of its best opportunities for the simple reason that it tries to imitate newspapers of senior high, college, and community level. It may, as a consequence, become a rather dry record of traditional all-school events that have taken place long before the paper appears. In reporting such events, often only the names differentiate this year's story from that of last year. Low budgets, little advertising, and the lack of journalism classes at junior high level usually limit the frequency of the publication's appearance. The result is a rather stale imitation of a newspaper, not a genuine report of real news. It follows, then, that the straight news report has its limitations as a medium for telling the real junior high story.

In no other sort of publication should the feature story play such a major role as in the junior high publication. Important as all-school events may sometimes be, students often remember in later years as much about experiences that involve only a single class, a home room group, or a few students working together as they do about those that embrace the entire student body.

The feature story is the logical method of presenting these small but significant experiences to the reader. It possesses an almost endless variety of possibilities for the alert staff to



Our layout staff at work.

investigate. Every adviser or editor should maintain a checklist of the more common forms of feature story and should review this list from time to time for new ideas. For through such stories the real story of the junior high can be presented in a vital, interesting manner.

FEATURE SOURCES

Perhaps the most difficult job of the adviser is to find time to plan fresh stimuli for feature editors and writers. It is a simple matter to search the files of the publication for previous years and imitate old stories. It is more productive to examine exchange newspapers from other schools for new ideas. Nevertheless, original thinking can sometimes produce a list of ideas for features that have never been used in the local publication and perhaps not in exchange papers. A new slant on old techniques often may produce the variety needed to avoid the story rut into which publications sometimes slip.

All classes, all co-curricular activities, and every facet of the world of the junior high student outside of school should be considered for feature possibilities. Applying tested approaches to these activities may produce some new ideas. The suggestions below have been used to some extent. Their value is as a starting point in a list of feature ideas for the individual publication.

The Interview. Someone has said that every individual has in his own life the material for one book. Certainly, a good interview can produce an interesting feature story about almost anyone who is in any way related to the lives of the students reading the paper. Faculty mem-

bers have sometimes had unusual or interesting experiences that students would like to read about. Custodians, lunchroom workers, school officials from the administrative office or from the senior high that receives the departing ninth grade class, officers of P.T.A., and assembly guests may be good subjects for interview stories.

Less obvious, however, is the rich field of feature material that lies beyond the usual limits of the school. Regular classes in the school frequently bring the outside world into the classroom. In so doing, students may find excellent opportunities for stories that would be suitable for the school publication. Social studies pupils may learn about community officials and their jobs. A picture of some of these pupils interviewing the mayor or the postman who brings mail to the school or the policeman who checks traffic on the corner can attract readers to the interview story that humanizes that official, tells of his own school experiences and the subjects he found most valuable in training for his job.

Other success story interviews can run the gamut of vocations in the community. Junior high students are doing a good deal of thinking about their future work; interviews with people who have become successful supermarket operators, druggists, judges, and garage mechanics can help clarify this thinking. If the persons interviewed happen to be alumni of the school or parents of students, the story may be better for the relationship, but an article about the man who runs the hardware store in the neighborhood may be just as interesting and just as productive. If he has previously had no connection with the school except to pay taxes for its support, such a contact may make him less eager to cut those taxes, especially if he knows why the students are interviewing him, what the class will do with the information, and then sees the story in print.

Incidentally, visiting entertainers sometimes invite students to interview them. Discovering the fact that a popular singer has taken vocal music courses in school may give a recruiting lift to the teacher of those courses.

Creative Work. It is quite possible that the best writing done all year in a junior high may be a short story or a book report for English class. Some newspapers would reject such items because they do not fit the usual news story rut. Surely, though, the purpose of the publication is to contribute to the educational goals of the

school, not to conform to fixed patterns of a big city daily paper. There would seem to be no logical reason for refusing to publish at least a portion of any good paper written in any class in the school, if it truly is the sort of writing that might be set as an example for others and as a challenge to all students to do their best work on whatever assignment they may have.

Other creative work should not be neglected, however. Cuts are expensive, it is true, but every publication needs a certain number of them. Mounting a number of photographs of student projects and art work on one sheet of paper, identifying them with India ink captions, then having a single full-page cut made of the entire display will be less expensive than three or four standard size cuts. Art, shop, homemaking, science, and business education courses may produce suitable projects for picture and story coverage regularly. Almost any social studies or English class may occasionally do the same. Even arithmetic classes may have such projects for display more often than the outsider would suspect.

Personal Experiences. Much of interest that happens to students takes place outside of school hours. Part-time jobs, travel, hobbies, church clubs, Scouting, Y.M.C.A., baseball leagues, and soapbox racing are a few of the areas of interesting personal experiences students may be willing to share with the rest of the school. The student may be interviewed by a reporter or he may be willing to write the story himself. There is a good chance, however, that greater benefits will derive as a greater number of students write for publication themselves.

How-to Articles. Students may want to tell others about a skill they have learned recently themselves. Leaders in the gym classes may enjoy the opportunity of writing explanations of best methods of playing a new game popular in gym class or of advising better techniques in the standard games everyone has played for years. Shop students who have found their first school success in the mechanical area may be willing to attempt to write down their methods or steps in constructing interesting projects. Some of the girls in homemaking may have fun with a story advising boys how to go about baking a pie or cake. So long as student names are a part of the articles written, other students will be able to find identity with the writer.

Opinion. Much of the fun of having an

opinion is telling other people about it. Junior high students are usually interested in the opinions of other junior high students. Favorite books, movies, television shows, styles in dress, recreational activities, and personality traits in friends are sources of short articles. Polls (with names instead of percentages) of cross-sections of students give the unsung seventh and eighth graders with little talent a chance to see their names in the paper. Home room group opinions may be of interest, at least to the members of the home rooms involved.

Serious opinion articles can come from students, too. The editorials in the paper may be written, at least on occasion, by officers of the student congress. Signed by elected school leaders, appeals for better conduct in the assemblies or more courtesy in the lunch line may have greater weight than might unsigned editorials by the editors.

Statistics. Some statistics available at the school office are worth stories, if given a personal or human interest slant. The importance of a testing program may be conveyed to adult readers of the publication through a feature that tells one student's reactions to the testing process. The school dental record may be publicized with a smiling picture of five attractive youngsters with perfect teeth. Such stories can carry a message, yet add a good deal of interest and entertainment to the paper.

The sources of features are as many as there are students in the school times the number of interests these students may have. There is little reason for lack of variety in a school publication's feature articles.

THE WRITERS

Few junior high schools have regular journalism classes. As a consequence, there seldom exists a group of students much more highly trained in publication techniques than the rest of the student body. This fact can act to the advantage of the publication. Writers can come from any grade level and any subject matter class. When teachers once see the motivational value to their classes of having student work in print, most of them should be willing to spend a little time advising the writers on how to prepare their articles, especially if the teachers themselves are furnished with ample dittoed suggestions for helping the writers.

This does not eliminate the need for a regular staff. Editors are necessary, together with a

chief adviser, to plan, collect, edit, and write headlines for the paper. A teacher is also needed to coordinate the taking of photographs for the publication. A regular business staff and adviser are a must. But every teacher should become an auxiliary publications adviser, and every student should be considered a potential contributor, if the publication is really to be worth the time and money it costs. Just as intramural athletics programs provide opportunities for everyone who may be interested in gaining from the activity, a junior high publication should be open to all students who can be encouraged to write.

Such a publication more than justifies its existence as an important part of the educational program. In addition, it furnishes the best single source of good public relations for the junior high school.

Solving Some Problems in Taking Basketball Game Movies

DICK FLANAGAN

St. Peters Prep

Jersey City, N.J.

and

HAROLD HAINFELD

Roosevelt School

Union City, N.J.

More and more basketball coaches, like their colleagues in football, are realizing the values of slow-motion movies of their games. These films show exactly what happened during the game, what the players did wrong, and what corrections need to be made.

They are excellent for scouting your opponent. Films of the first game can be shown to your squad prior to meeting the school in the second of a home-and-home series. Your players can visually study the other school's offensive and defensive plays over and over again from game movies.

These films can be an important phase of the public relations program by showing them to community and civic groups. They can also be used as instructional films in physical education classes.

Better lighting in gyms being constructed is

a big factor in getting better game movies. With better lighting, quality movies usually result. Schools where lighting conditions are not the best can also get good basketball movies. During the past five years or so, American, Swiss, German and Japanese manufacturers have made larger openings for camera lenses. This permits more light to reach the film. Good results are obtained by shooting with the lens wide open a f/1.5 or larger. Why not run some test shots in your gym as a check on the lighting? It may be that a few extra lights will improve the quality of the pictures.

Moving picture film is also faster than a decade ago. This is also a help in taking movies under the available lighting. We have used Du Pont 931 black-and-white film for our games. This is the fastest rated film that does not have a grainy effect when developed.

Another problem developed when taking basketball movies. This is the glare that is reflected from the floor from the shiny finish that was used. It became more acute when stations started to televise college and pro games.

When the TV camera is on an area where a bright glare bounces back to the camera, a "spot" is burned onto the taking tube. This "spot" will remain on the tube after the camera is turned to another position on the court. It is also seen on the sets of the home viewers, and can be quite annoying.

Similarly, the bright glare can cause headaches for the cameraman taking game movies. This glare will be seen on the processed film as a light area, making it difficult to recognize player action.

Hillyard research engineers met the problem by developing a light, natural, nonglare finish for gym floors that saved the day. This finish also has the desired qualities needed for gym floors, being nonslippping under foot and easy to maintain. This finish also helps the cameraman in his efforts to get better game movies, as there is no glare reflected to affect the film.

There are no two courts that are alike. Each presents a different arrangement for taking game movies. Some things the coach should take into consideration when working with the cameraman to have better movies might include:

1. Get height for the camera. In football, movies are taken from the roof of the stadium, in or on top of the press box or at some other elevated position. Similarly, it is better to ele-

vate when shooting basketball films. Court-level shots are difficult to analyze, as players block each other out. A player standing in front of the lens can block out the other nine players from view. The scaffold or other device used by the janitors to change the light bulbs in the ceiling can be a good location for taking the game movies.

Some schools have an elevated indoor track on the upper level above the court. This is a good location. Other schools might have a balcony for spectators. This too makes a good spot to film the game. A school might have a specially-built room or enclosure for taking movies. Princeton University's gym, where we have filmed New Jersey high school State Championship games, has such an arrangement.

2. Use a wide-angle lens to get more player

action on film. In football, the cameraman is many yards from the sideline. In many cases with basketball he is almost on the court. Hence, a wide-angle lens is much more desirable when filming the game.

3. Arrange for rapid processing of the film. During football season many labs operate on weekends. This service usually ends on the weekend after Thanksgiving. Call the lab a few days in advance so that your film can be scheduled for developing on the morning following the game. The sooner the coach has the film back, the sooner he can use it to correct errors and make suggestions for the squad.

It is hoped that these suggestions will help in getting better films of basketball. They have helped football coaches. Why not let them be of help to you?

Naturally, the amount of income affects the policies of any school publication. Are all the sources of this income justifiable? Do these sources also affect publication policies?

Student Publication Budgeting

EVERY STUDENT PUBLICATION should live within its income. Early in the year the staff and adviser should determine the probable income and estimate the essential expenditures. In other words, they should plan a budget.

Obviously, however, there may be a difference between attainable income and desirable income. Similarly, essential expenditures and possible expenditures may differ. Thus, what a staff wants and what it can afford may be two different things.

How to proceed? First, review financial records of the newspaper, yearbook, or magazine for the previous year. Second, consider similar data from other schools as summarized in books or articles. Third, examine current economic factors.

Problems of publication finance cannot be solved by the same formula in every school. The purchasing power of students in private schools frequently is greater than that of those in public schools, but resources in both kinds of schools vary considerably. Consequently policies and traditions accepted in one situation may not even be considered in another.

Among the standard sources of revenue are these:

1. Activity fees or other student fees charged

LAURENCE R. CAMPBELL

*Florida State University
Tallahassee, Florida*

of all or many students, part of the fee to entitle the student to the publication—usually the newspaper only.

2. Sale of copies of the publication either by single copy or a subscription for a semester or year.
3. Sale of advertising space to firms which have goods or services to advertise.
4. Sale of space to classes, clubs, organizations, and activities which want write-ups in the yearbook.
5. Assessments paid by members of the class or group sponsoring the yearbook.
6. Special events sponsored by a publication which charges admission.
7. Sale of special items—candy and the like—to the students or to customers at games.
8. Subsidies provided by the board of education out of school funds.

Successful operation of any school publication makes it imperative that students and adviser alike make a realistic analysis of probable costs of production. The kinds of costs which each publication may have seldom differ signifi-

cantly, but the relative amounts vary widely. If any publication is more likely to have a deficit, it is the yearbook which may exceed its budget.

Typical expenditures are these:

1. Printing or duplicating.
2. Photoengraving.
3. Photography.
4. Covers and binding (chiefly for yearbooks).
5. Supplies—paper, pencils, paste.
6. Equipment—typewriters, files, furniture, scissors, rulers, and the like.
7. Postal expenses for mail circulation.
8. Awards—pin, letters, sweaters, certificates.
9. Books and magazines for journalism staff library.
10. Memberships and participation in school press associations, conferences, critical services, and kindred activities.

Commercial enterprises, of course, have overhead, personnel, and other costs which student publications do not face. Some of them face severe competition. On the whole, the amateur enterprise has simple problems compared to the majority of newspaper, radio stations, and other media of mass communication.

A general or activity fee is charged in many schools. It entitles the student to attend stipulated dances, plays, concerts, and athletic events. It may entitle him to receive the newspaper though seldom the magazine or yearbook.

The activity fee has several advantages, Reddick points out in *Journalism and the School Paper*. First, the newspaper staff does not have to promote circulation campaign in competition with other fund-raising drives. Second, it may make it possible to reach more students.

There are disadvantages too, Reddick points out. First, the staff has less financial control of the newspaper. Second, so many activities may take a small percentage of the fee that the newspaper receives considerably less per student than it would if it conducted a separate campaign for subscriptions.

Income for yearbooks—but not other student publications—may be obtained by the sale of space other than advertising. That is, a standard charge may be made for each page used to present each organization and each activity. This charge may cover all or part of the cost of printing, photography, art work, and photoengraving.

In one sense, this practice makes it necessary for the yearbook purchaser to buy his book several times. If he is active, he may have to help several clubs and activities pay for their respective pages. Then, too, ability to pay for half a page or more in the yearbook may not be the best way to evaluate the contribution of an organization or activity to school life.

When the yearbook is a senior class project rather than an all-school enterprise, it sometimes is the policy to assess the seniors enough to make up the difference between probable income and probable expense. This practice may impose a heavy burden on a small group, one which seniors in private as well as public schools may be unable to meet. It probably is better to raise the price of the yearbook. The assessment seldom is used to finance other student publications.

Publications may derive limited revenue from special events. For example, a "pay" assembly featuring a motion picture or amateur show is a possibility. Plays and concerts may be a source of income. This is true of bazaars, carnivals, circuses, dog shows, minstrel shows, parasol parades, and similar special events for which admission is charged.

Frequently, however, plays provide revenue for the program in dramatics just as activities of the band, orchestra, or glee club support the program in music. Then, too, the profits from such enterprises—nonjournalistic in nature—often are so slight that they don't justify the time they take. A publications dance, for example, may be unprofitable, for music alone is a costly item.

Sales of items to eat and to wear sometimes are effective. The former—candy, cake, sandwiches, hot dogs, and soft drinks—may be sold during the noon hour or at athletic events. Obviously, however, it is not desirable to impose on parents who can make cake and candy nor to compete violently with the cafeteria.

Rooters' caps, corsages, flowers, and the like also may be sold as well as pennants and school insignia. The newspaper may be bound and copies sold for a given year, and any publication may have photographs, cuts, and proofs of yearbook pictures. Calendars, postcards, greeting cards, stationery, magazine subscriptions may be sold. Concessions at athletic contests are profitable, for the sale of special seats usually brings results. Occasionally the yearbook staff makes a

modest profit on the rental of caps and gowns. In some instances, auctions, rummage sales, white elephant sales and the like are effective.

Relatively few school publications receive financial aid from subsidies—appropriations made by the board of education. Those who approve subsidies suggest that it is important for every student to have the student publications as well as his textbooks and laboratory supplies. They point out that if the subsidy is

large enough every student will get a copy—and can take it home.

Though plausible enough, such a policy is not without disadvantages. To be specific, it gives the student something for nothing whereas the publication should be worth enough for the typical student to save money to buy it. Then, too, there is a tendency for a subsidized enterprise to become more an administrative handout than a student publication.

Probably most students, teachers, parents, and citizens (and even council members) would be amazed at the variety and extent of their student council's activities. This is all the more reason for compiling such a report and giving it proper publicity.

Our 1958-59 Student Council Projects

THE MAIN OBJECTIVE of the 1958-1959 Student Council was to sponsor a program which would encourage better student citizenship, would improve student-body attitude, would promote better student-faculty relations, and would be a service to Hope High School. We, the members of the Council, feel that we have made contributions to our school. We realize that the student body, the faculty, and the parents have fully cooperated with us in our effort to fulfill our aims.

This school year we have had certain standards for our projects. Foremost, we encouraged student participation.

We sponsored two elections during the school year. The first was at the beginning of school and was for class officers and freshman representatives. In order that next year's Student Council might function at the beginning of school, the Student Council held elections in March for Student Council officers, for class representatives, and for class officers for the ninth, tenth, eleventh, and twelfth grades. Each student paid a one-cent poll tax. Election time at Hope High School shows hard work and ingenuity. One boy caused great excitement by dropping circulars from an airplane. Both groups of Student Council officers and representatives accepted their responsibilities through an installation ceremony.

Many students who do not participate in clubs or other activities entered the ping-pong tournament sponsored by the Student Council. These students displayed their school spirit by registering for the boys' single, girls' single, and

ANNA E. WILLIAMS

*Hope High School
Hope, Arkansas*

the doubles. Trophies were presented to the winners in an assembly program.

To meet the students' needs and interests is an important standard in selecting and completing a Student Council project.

During the year, we have had numerous assemblies for special occasions, such as Halloween, Thanksgiving, and the elections. Periodically, we sponsor religious programs. Also, we engaged a *Macbeth* stage show for student entertainment. For homecoming, the prom, and other special ceremonies each year, we bought a tiara for the queen-crowning ceremony.

The Junior Counselors is under sponsorship of the Student Council. This organization helps freshmen and sophomores with school problems and works with the guidance department.

Morning and noon periods are enjoyable when spent in the Student Center, located in the gym. The Student Council operates the Center and has placed the ping-pong tables, a juke box, and candy and soft-drink machines for the students' pleasures.

The Student Council, through its monitors, keeps order in the cafeteria.

A Student Council bulletin board has been placed in the hall with bright red letters "Student Council and You." Student Council minutes, announcements, club notices, and all school bulletins are posted there.

We prepared a "dummy" for a school Hand-

book which we hope will be completed for distribution September 1, 1959.

Helping a student limit his extra activities to his capacity, the Student Council sponsored an Activity Committee to regulate the number of activities in which a student may participate.

To meet the students' needs, we submitted a suggestion to the faculty that tests be scheduled. The teachers arranged a calendar for tests which has greatly helped.

One of the most important standards to consider when selecting a project is that it will develop student leadership and responsibility.

Concluding each of the nine-week periods, the Council awards a Service Certificate in memory of Joe Amour, a former principal, to the student rendering outstanding service. Also, the worthiest of these is selected for the Annual Joe Amour Award, so named for the outstanding service this man rendered the youth whom he was privileged to guide. The annual award presented to the student has the added attraction of a miniature plaque which is a replica of the large plaque placed in the office to which the name of each annual recipient is added.

We appreciate the cooperation of the faculty with our program and in their honor we had Teachers' Appreciation Week. Pencil holders, calendars, and other small tokens of appreciation were placed on their desks each day of the week. Concluding this period, we had a brunch in their honor, and an assembly program recognizing their service.

The Student Council wishes to serve its community in some way. This Christmas we encouraged clubs and individuals to bring canned goods to place under a school Christmas tree. These goods were given to needy families in the community.

In cooperation with the civic clubs, we helped promote a project to select a flag for the city of Hope.

We displayed the American flag and the sportsmanship flag at football games.

The P.T.A. had a program to study the classes which their children were attending. Student Council members ushered the parents to the rooms.

The Student Council works to improve its functioning. The officers were sent to Student Council Workshop in Conway, Arkansas, for special training and to the District Convention at El Dorado, Arkansas.

We made several amendments to our Constitution in an effort to improve the Student Council.

The Student Council has a Scrapbook in which all information concerning the organization is kept.

We, the members of the 1958-1959 Student Council, set our highest goal as making our term of representation worthy of the Hope High School students who elected us. We realized that we had positions of leadership and strived to make our Student Council an example of the democracy in which we live and believe.

What You May Need

EDUCATORS' GUIDE TO FREE FILMSTRIPS

A new and comprehensive edition of this very valuable book has just been published by Educators Progress Service, Randolph, Wisconsin. The price is six dollars.

Berloc "Quick-Change" sign is a low-priced all-metal billboard, with a complete set of metal letters and numbers for changing messages. Available in a wide variety of color combinations, styles and sizes, the "Berloc" can be adapted to meet almost any school requirement. It makes an excellent gift for the senior class to leave with its alma mater.—Berloc Manufacturing Company, 13623 Crenshaw Boulevard, Hawthorne, Calif.

U.S. AVIATION TODAY

Each year the National Aviation Education Council publishes this inexpensive 100-plus-page book, containing up-to-date information on U.S. aircraft in production, and rockets and missiles in use by the military or in the testing stages. Large photographs (which are superb) and three profile drawings of each aircraft are included, as well as descriptions and performance ratings.

In addition the Council publishes other pertinent books, magazines, monthly package of aviation pictures, booklets, charts, pamphlets, etc., as well as special "teaching aid" books in science, mathematics, English, and social studies.

The annual cost of membership or of Curriculum or Library Service is \$5.00. However, the various publications may be purchased by non-members.

Send for information to National Aviation Council, 1025 Connecticut Avenue, N.W., Washington 6, D.C.

ASSEMBLY PROGRAMS

for January

HOW WE GREW

Some assembly programs are used to motivate classroom work, some to widen and deepen interests of students, some to develop self-expression and some for various other reasons.

In our school the assemblies are divided and assigned by grade and subject area. Within this frame you may select your assembly. For instance if the history department wanted to do a program on Abraham Lincoln they could ask to put on the February assembly.

With the exception of possibly Thanksgiving, our programs are educational and not religious and we have been careful to establish good audience habits on the part of our students.

This year I chose no particular date around which to build an assembly program—because school would not be in session for July 4th, when new states are added, new flags introduced. However, I had in mind the territorial expansion of the U. S.

This idea I suggested to the History Club and they tossed it around and finally drew together the following ideas for an historical assembly program.

The assembly would be to show the "Manifest Destiny of the U. S. and completion of boundaries."

It was felt that it would fulfill the purposes of the club in demanding original research, student participation and skills of writing, staging and using the public address system.

All stage setting has to be constructed as used in our situation. The group decided to have a large outline map of the U. S. as the background. Several ideas were suggested: a portable chalk board, a portable bulletin board, a large flannel board or a Walltex sheet braced to stand up. In our situation the latter seemed most practical—so a committee was assigned to secure two sheets, 4' x 8' of Walltex—this because we could thumb-tack to it. Then this same committee would see to building a standard.

Another committee was assigned the job of drawing the outline map of the U. S. on the Walltex—while still another group was assigned to draw on Bristol board a similar—I should say duplicate—map. This latter map was divided into the territorial additions to the U.S., then cut apart and painted in different colors.

Bristol board is stiff enough to be carried and then tacked to the Walltex.

A third committee had been assigned to find how many divisions there would be and including the original 13 states and Alaska and Hawaii, they decided on eleven. It can then be concluded there would be eleven scenes of two to three minutes each.

At this point the eleven scenes are listed:

1. 13 original states
2. Louisiana Purchase
3. Lake of Woods boundary
4. Florida cession
5. Webster-Ashburton treaty
6. Texas
7. Oregon
8. Mexican cession
9. Gadsden Purchase
10. Alaskan statehood
11. Hawaiian statehood.

These scenes were to be worked out by the students in groups of two or three students—doing their own research, writing own script, providing appropriate costumes for the historical era. As each scene is concluded the Bristol board section is attached to the large map.

When the playlet is concluded the map will likewise be completed.

This will occupy about a 40-minute period—since the assembly is introduced by the Pledge to the Flag and the Star Spangled Banner sung by the audience.

Such an assembly can be concluded with the presentation of the new flag to the school—in this case with fifty stars.—June W. Cole, Central School, S. Otselic, New York

A MESSAGE GETS ACROSS TO AN ASSEMBLY

Our English classes had completed a unit on communication, so we decided to dramatize what we had learned. The original idea was a sort of charades; students in groups of two or three took turns acting out different forms of communication, all the way from the slap on the back which means "congratulations!" to the President's State of the Union message to Congress. Those who were not participating at the time tried to guess what message was being communicated. Every-



PRINTING PLATES

| SIZES. SQUARE INCHES IN CUT | ZINC HALFTONES 65-75-85 OR 100 SCREEN | ZINC ETCHINGS (SHADE CUTS 10% EXTRA) | COPPER HALFTONES 100% EXTRA SCREEN MOUNTED | UP TO 4 SQ. FT. | 275 |
|--------------------------------------|---|--|---|--------------------|-------------------|
| UNMOUNTED MOUNTED | UNMOUNTED MOUNTED | UNMOUNTED MOUNTED | UNMOUNTED MOUNTED | UNMOUNTED MOUNTED | UNMOUNTED MOUNTED |
| 1" 4" | 1.15 | 1.20 | 1.25 | 1.40 | 1.40 |
| 10" | 2.15 | 2.30 | 2.35 | 2.60 | 5.25 |
| 20" | 3.75 | 4.00 | 4.10 | 4.45 | 7.20 |
| 50" | 7.10 | 7.15 | 7.80 | 7.90 | 11.50 |
| 75" | 9.15 | 9.20 | 10.15 | 10.85 | 14.95 |
| 100" | 10.90 | 11.60 | 12.20 | 13.00 | 17.60 |

OTHER SIZES AT PROPORTIONAL RATES. WRITE FOR COMPLETE PRICE LIST.
WE DO NOT PAY POSTAGE - PRICES ARE NET.
ALL ENGRAVINGS ARE FLUSH MOUNTED.
ART. WORK • MATS • ENGRAVINGS • PLAQUES • STEP & REPEAT PLATES
FLUOROGRAPHIC HALFTONES
COLOR PLATES • 4 COLOR PROCESS ENGRAVINGS
IN OUR 25th YEAR • UNION SHOP • SATISFACTORY WORK ALWAYS GUARANTEED



100 SCREEN ZINC HALFTONE
5 SQUARE INCHES
UNMOUNTED \$1.30 MOUNTED \$1.40

HARPER STANDARD ENGRAVING CO.
JACK HARPER, OWNER MANAGER, DALLAS, TEXAS 1615 ROYAL ST. P.O. BOX 1016

one in the room had a part to play, and the props were simple and easy to assemble.

When our turn came to put on an assembly program, we decided to use the communications theme, but to dress it up for our guests. We gave up the "charades" idea, feeling that the principal would take a dim view of 300 voices yelling guesses at the same time. However, we kept, as most important, the idea of having everyone participate in a sort of "living pictures" idea.

The scenes selected for the assembly program produced a fairly dignified, well-paced and varied series of pictures. The group chose one member to be a narrator; the program opened with the narrator's explanation of our purpose in illustrating various methods of communication.

Two of our Indian boys had volunteered to portray the sending of smoke signals. However, neither they nor their parents knew how to send any specific message. We finally decided that no one in the audience would know about it either, so the boys, in costume, knelt by a big incense burner and produced a weird series of puffs and streamers of thin smoke, which the narrator pretended to translate.

The next scene showed a Pilgrim Father writing a letter to England telling his friends back home about his experiences in the strange land where he was trying to establish a home. The letter was fictitious, of course, but it had been composed by two of the girls after consultation with their history teacher and several reference books.

The next scene seemed a little pretentious to me, but the students wanted to include a recitation by one girl who has a really lovely speaking voice, of Shakespeare's Sonnet No. 29, which begins "When in disgrace with fortune and men's eyes." She was shown sitting at a table, staring soulfully at a large studio photograph of a hand-

If you want a FOREIGN JOB or PEN PAL
you are advised to advertise in —

ENGLISH ILLUSTRATED
(THE JOURNAL OF ENGLISH FOR STUDENTS)

If you want a really acceptable gift to send foreign language friends with little command of English, you could not do better than send them this **POPULAR MONTHLY PICTORIAL IN SIMPLIFIED ENGLISH**. It is used as a supplementary reader by all grades in the schools of 63 countries.

Subscription: \$1.25. (10 copies a year to any address.)
Small advertisements: 10c a word. No abbreviations.
Specimen Copy: 25c.

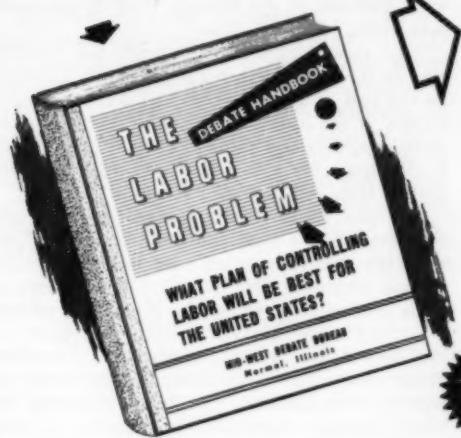
Please send check with order.

ENGLISH ILLUSTRATED,
Watford, Herts., England

P.O. BOX 113,
60 MARKET ST.

DEBATE

Materials



THE NATIONAL HIGH SCHOOL DEBATE TOPIC FOR THE SCHOOL YEAR 1959-1960

WHAT POLICY IN LABOR-MANAGEMENT RELATIONS WILL BEST SERVE THE PEOPLE OF THE UNITED STATES?

| | |
|---|--------|
| DEBATE HANDBOOK | \$3.50 |
| (Extra Copies to the same school) | 2.25 |
| SET OF SPEECHES | 1.50 |
| (Extra Copies to the same school) | 1.00 |
| YOUR GUIDE TO EFFECTIVE REBUTTALS | 1.90 |
| (Extra Copies to the same school) | 1.00 |
| DEBATE REVIEW | 2.40 |
| DEBATE TIME CARDS | .35 |

COMBINATION OFFER

Consisting of one Debate Handbook, One Set of Speeches, and the "Debate Review."

PRICE

\$7.30

(Your Guide to Effective Rebuttals included in Combination offer for \$1.00 additional)

SCHOOL OFFER

Consisting of five (5) Debate Handbooks, One Set of Speeches, and the "Debate Review."

PRICE

\$14.70

(Your Guide to Effective Rebuttals included in School Offer for \$1.00 additional)



**MID-WEST DEBATE BUREAU
NORMAL, ILLINOIS**

some young man. When she finished, the narrator identified the poem and explained the part that poetry plays in communication.

The same table served as the main setting for the next scene, which found two Boy Scouts sending and receiving a message in Morse code about a pal who had been injured during an overnight hike. Again the narrator translated the message, this time accurately.

With the addition of a telephone, the table again provided the scenery for the succeeding picture in which a bashful boy tried to make a date with a girl. The audience certainly got that message; they were leaning forward as if to help him say what he wanted to say, but couldn't.

Four chairs added to the table made the stage into a family living room where a father, mother, son, and daughter bickered with each other about wanting to read the family newspaper. The son climaxed the wrangle by reading aloud a story from the sports page about a football game where the quarterback got his signals mixed.

Placing a carton painted to look like a television set on the table created the next scene. A

picture of a man's face was painted on the "screen," and a boy behind the "set" read an exaggerated commercial spoofing the extravagant advertising claims of a mythical soap product.

The remainder of the students came on stage singly in fairly quick succession, identified their role, spoke a few lines, then left the stage. Some of the roles included Mother with a shopping bag describing a particular kind of beef roast she wanted, Father dictating a letter to a stenographer, a farmer giving orders about feeding the cattle, a miner warning his fellow-workers about danger in the mine, an insurance salesman selling a policy, an inventor explaining a sensational new product, a soldier using a walkie-talkie, and a politician asking for votes.

The program concluded with a brief resume by the narrator about the necessity of learning to express ourselves clearly so that we can achieve the purposes and desires which are important to us. The students felt that they had achieved communication with their audience, and shared the thrill of response and applause.—Margar S. Augustine, Junior High School, Carson City, Nevada.

AN EXCHANGE MUSIC PROGRAM

There are three ways to justify an exchange assembly. It helps to build friendly relations between schools; it is an appropriate opportunity for student performances; and it gives each school group an opportunity for helpful comparison. Also, it must be noted, it offers excellent motivation, the unwritten law of education.

A music exchange assembly should be planned at least two months in advance, thus allowing groups and soloists ample time to prepare. Advance notice allows the host school time to make special plans to entertain the visitors.

The best liked exchange assemblies are musical and sometimes dramatics. The music assemblies can involve quite a number of students so as to be "spectacular," yet the participants can usually be transported on one large bus.

If the principal agrees to a glee club exchange assembly it should have the following qualifications: the glee club should choose its very best representative works; it should educate the audience to better types of music; the program should not last over forty-five minutes nor be any shorter than thirty minutes.

A good glee club program might include the following:

1. Opening number (glee club mixed chorus).
2. Some outstanding musical medley.
3. A humorous or outstanding "different" selection.
4. A cappella choir—sacred. Two numbers.
5. Very good boy or girl vocal solo.
6. Mixed sextet—spiritual, semi-popular or classical.
7. Boys' Trio (perhaps Vincent Youmans or Victor Herbert).
8. Outstanding instrumentalist, member of glee club (perhaps accompanist) piano solo, something sparkling.
9. Glee Club—mixed chorus. Perhaps patriotic, such as *Canticle of Peace*.
10. Glee Club. Perhaps a snappy spiritual.
11. Glee Club—finale. A stirring theme from some musical, operetta, or perhaps dramatization or movie.

—Rita Williams, Elko, Nevada.

CONSERVATION OF OUR NATURAL RESOURCES

Once each school year the Biology Club has the responsibility of presenting a school assembly program within its area of study, and it must be of educational value as well as entertainment. This year the club members selected Conservation of our Natural Resources as the theme for

their assembly program. Two committees were formed, one for the arrangement of the stage setting and the other for the obtaining of program numbers from the different conservation services.

The stage setting committee chose wild flowers as the background for the program. It was a good year for flower collecting, the spring and winter rains had brought forth a beautiful flora. These flowers were collected and arranged into a beautiful and striking display. A costume of Smokey The Bear was borrowed from the State Forest Service, and worn by a member of the Biology Club to represent prevention of forest fires.

The second committee through the cooperation of the local conservation services arranged for the rest of the program. The National Forest Ranger of the district presented a motion picture on the methods and materials used in controlling forest fires. He also described, with a section from a tree, how to tell the age of the tree.

Another State Forest Ranger gave a talk, with the aid of a slide projector, on some of the important programs being used to help save our natural resources. He also showed pictures of badly eroded areas where the floods had washed away fertile soil, leaving nothing but waste.

The last speaker on the program, a member of the State Fish and Game Commission, explained with the aid of a slide projector the many different kinds of large game animals, water fowl, upland birds and the different game fishes present in our lakes, rivers and streams.

The assembly was then asked to file through the front door and assemble into a group for a demonstration on fire fighting equipment. As the students passed out they were handed a pamphlet, on "Habits of Good Conservation," also a sample of the state tree and the state flower. These presentations were made by Smokey The Bear to emphasize the importance of fire prevention.

Much praise was heaped on the Biology Club members by the student body and the school administration. And the conservationists were so delighted with the reception that they agreed to return the following year and present another assembly program to our students.—Robert H. Condie, Pioche, Nevada.

IT CANNOT BE SOLD

Democracy cannot be propagandized in the usual sense of that term. It cannot be sold. It can be learned only by being undergone. You cannot convert people to democracy; they must convert themselves. You can't sell democracy, you can only experience it.—Edgar Dale.

News Notes and Comments

Dollars Without Sense

At one high school in the East seniors spend an average of \$278 on items such as class rings, caps and gowns, pictures, and other graduation "musts."—National Parent Teacher

The Cars Are Stacked Against Them

Why are so many students of the Prosser, Washington, High School going downhill? Principal Edwin Anderson did some statistical research on the senior class and came up with the answer: Students owning cars or enjoying the regular use of them included only 11 per cent of those making A and B grades, 33 per cent of C-grade students, and 62 per cent of those whose grades were C-minus to failing. The solution would seem to be: Get those wheels out of students' heads.

Science Talent Search

Seniors of 1960 are being urged to start now on their scientific projects for the 19th annual "Science Talent Search" by the Science Clubs of America. Trips to Washington, a share in \$34,250 Westinghouse Scholarships and Awards, and recommendation for admission and support in college are the rewards. The examination comes next December. Information may be had from Science Clubs of America, 1719 N. Street, N.W., Washington 6, D.C.

Pep Clubs Form Rules

The Southwest Association Pep Clubs have adopted a set of regulations this year aimed at helping to encourage, promote and govern wholesome and helpful procedures.

A copy of the resolutions has been mailed to schools in the association, according to Don Johnston, Secretary. The resolutions stress courtesy to visiting pep clubs, consideration of the players, coaches and other cheerleaders during games.—Missouri School and Community

Bumper Stickers for Sale

"Bumper stickers are the order of the day," said the student council president, Ane Nielsen. "For this reason, the student council will sell them." The stickers are red and white with a

bison and MHS emblem decorating them. They are sixty cents for one and one dollar for two.

Other money making projects are under way. The club sells candy during the noon hour and at athletic events as in previous years. Book covers for student use are also being sold.—The Bison, McCook High School, McCook, Nebraska

Scholarship Trust Fund Established

C. M. Olson of Couderay has established a permanent "Scholarship Trust Fund" for the joint high school district at Winter, according to B. T. Smith, supervising principal.

Bank and utility stocks valued at \$30,000 have been deposited in the bank at Winter by the donor with the provision that the dividends are to be used for scholarships to five high ranking graduates of the school. At present the income amounts to \$1,200 a year.

The two highest ranking students will receive \$300 scholarships each, and the next three will be granted \$200 each. Scholarships will be given to students on the basis of high rank in class, good character, leadership, desire to further education, and initiative. Recipients may use part of the money for purposes other than tuition fees in connection with schooling according to need.

The director, clerk, treasurer, and school administrator of Winter District High School, as a scholarship committee, shall make the awards and distribute the funds. The "Scholarship Fund" is to be kept in a separate account from other school money and audited annually by the school auditor.

High school students from Draper, Ojibwa, Meadow Brook, Radisson, Winter, and Couderay attending the Winter Joint High School are eligible. The plan went into effect for the 1959 graduates.—Wisconsin Journal of Education

The Users Will Help Decide

A specially selected group of young Kalamazoo students, ranging from fourth graders to collegians, will become one of the major decision makers affecting the future appearance and function of classrooms throughout the United States and conceivably throughout the world.

For the first time, youngsters' opinions and ideas are being sought by the manufacturing authorities who determine today's and tomorrow's equipment, atmosphere and function.

The Kalamazoo group has been appointed special "Student Advisory Council" by The Brunswick-Balke-Collender Co. whose school equipment division is a leader in its industry. The school equipment division has its manufacturing, laboratory and distribution headquarters in Kalamazoo where it also maintains a model classroom for research and for use by educators.

J. J. Stefan, president of the division, in announcing the Council's formation and purposes, said: "We have always been in the forefront in meeting the needs of modern education. For two years before we entered the school equipment field in 1953 and each year since, we have based our innovations upon probing research and consultation. Panels of educators, architects, interior designers, color experts, orthopedic specialists have been used as extension arms of Brunswick's research.

"Now we feel that our classroom chairs, desks, tables, cabinets, and wall-hung visual teaching aids can further aid today's educators if we seek the representative voices of the products' prime users, the students."

Laboratory sessions in Brunswick's model classroom and discussion meetings between the Council and the company officials will probe the students' reactions to a broad range of physical and psychological factors of learning situations. Their opinions, likes and dislikes, will be sought on such subjects as color and lighting in the classroom, comfort, even the advantages or disadvantages of carpeting and draperies.

The representative students chosen for this unique extracurricular classroom advisory board come from the School of Education of Western Michigan University. Composition of the Council offers equal representation to both male and female students as well as to various grade levels. Serving as advisers to the Council are Dr. James Griggs, dean of the university's school of education, and Dr. Ronald S. Stolle, head of the university's education department.

Good Grooming Is Also for School

Do you know how to dress to come to school? A great many students don't. The school is your place of business and you should dress accord-

BOOK MANUSCRIPTS CONSIDERED

by cooperative publisher who offers authors early publication, higher royalty, national distribution, and beautifully designed books. All subjects welcomed. Write, or send your MS directly.

GREENWICH BOOK PUBLISHERS

Attn.: MR. ADAIR 489 FIFTH AVE.
NEW YORK 17, N. Y.

ingly. When a secretary arrives at work, she should be appropriately dressed for her job. When you arrive at school, you, too, should be appropriately dressed.

The standard school fashion has been and still is the picture of simplicity. Rhinestone jewelry and elaborate dress is far out of place in a classroom. On the other hand, dungarees and pinned-up hair are actually repulsive to the well-dressed student. It is not necessary to pay a great deal for a nice looking dress or a skirt and sweater for school wear. Probably they wouldn't cost any more than the sloppy clothes some boys and girls seem to enjoy wearing.

Remember, girls, dungarees belong on a hike or a picnic. Fancy costume jewelry is for formal wear. If you roll your hair at home, take it down at home. And boys, you will find it's not so much trouble to tuck that shirt-tail in once you get in the habit. Good grooming is well rewarded with compliments and admiration. Why not give it a try?—Editorial in *The Chat*, Chatham High School, Chatham, Virginia

National P.T.A. Gains Half-Million Members During Year

Membership in the nation's parent-teacher associations now exceeds 11.5 million, with a gain of nearly 500,000 recorded during the current school year.

The European Congress of Parents and Teachers, which brought P.T.A. members on American military bases overseas into the National Congress only two years ago, recorded a spectacular membership increase of 246 per cent. Some 24,684 American parents and teachers in European occupied areas are now counted as members.

The nation's two newest states also showed large percentage gains. The Alaska Congress of Parents and Teachers increased its membership by 26 per cent, to 11,319, while Hawaii Congress gained 10 per cent for a total of 81,934.

GUIDANCE BOOKS

Furnished in pre-printed master carbon units for any liquid (spirit or direct process) duplicator.

7th grade—"You Are Growing Up"

8th grade—"You Are A Teen-ager"

9th grade—"Beginning High School"

G. A. Eichler

Albert M. Larch

The Continental Press, Inc.

Elizabethtown, Pennsylvania

How We Do It

FOREIGN STUDENTS HAVE ALL THE FUN !!

An old Korean proverb—just invented—says that "He who goes to America to study, has more fun than anybody in extracurricular activities."

To show that the old proverb is true, the case of one Jong Yule Kim can be cited. Mr. Kim (a graduate of Seoul University and a high school teacher) came to America in March, 1959, to study at the State Teachers College, Dickinson, North Dakota. He came here to study English so that he might some day return to Korea and be a more effective English teacher.

But Mr. Kim early discovered that American schools provide the opportunity for participation in many activities. He was soon caught up in a whirlpool of activities, and in one quarter at the college he had more fun and made more friends than anybody.

Mr. Kim was most popular as a speaker. People at the college and at the campus high school as well as in the community of Dickinson wanted to know more about Korea and Korean life. So between classes in English and children's literature, composition, and American government, Mr. Kim moved from one group to another lecturing and answering the questions which the audience raised.

The speaking schedule looked something like this:

April 22—Dickinson Rotary Club. Discussed Korean history briefly and indicated what American-Korean relations have been like.
April 23—International Relations Club of Campus High School. Korean history.
April 29—Catholic grade school in Dickinson. Korean life.
April 29—Catholic grade school in Dickinson. Korean customs.
May 7—International Relations Club (college). Korean history.
May 12—College sociology class. The Korean family.
May 12—Children's literature class. Korean myths.
May 14—Dickinson Central High School. Korean life.
May 19—Senior class, Campus High School. Korean history.
May 29—Sophomore class, Campus High School. Korean history.

But this wasn't all! When he first arrived, Mr. Kim was introduced by the President of the college at a high school basketball tournament. Here he was warmly welcomed by the many spectators.

A little later he joined the Methodist student group on campus, and attended (as one of the representatives of this group) the Methodist Student Movement convention in Grand Forks, North Dakota. Mr. Kim also belonged to the International Relations Club at DSTC.

All of the while, Mr. Kim received a very favorable press in Dickinson. News stories about his speeches appeared in the local newspaper, as well as in the school newspapers (college and high school). The people of the community as well as the students at the college were interested in this fellow who had come so far to study English.

Mr. Kim enjoyed all of these experiences very much. He found life at DSTC interesting and exciting. He will speak highly of American school's extracurricular programs when he returns to Korea. On the other hand, the school and community profited by having such an interesting resource person on hand.—Erwin F. Karner, Lees Junior College, Jackson, Kentucky.

A SPORTSMANSHIP CODE

On a 4 by 4½ inch folder, Bowling Green High School prints its football and basketball schedule on one side and a "Sportsmanship Code" on the other. The Principal, John Parlette, states that his school does not claim originality for the Code but the manner in which it is used may be new. Other schools have asked for copies. The Code follows:

Bowling Green High School "Sportsmanship Code"

We believe that good Sportsmanship, like good Character, is developed by conscious effort. We believe that this development is an important part of our school program. In that belief, we invite every adult to join us in the following Code:

1. I will consider visiting fans, officials and athletic opponents as guests and will treat them as such.
2. I will accept all decisions of officials.
3. I will be modest in victory and gracious in defeat.

4. I will strive to win fairly.
5. I will support my team enthusiastically.
6. I will respect my cheerleaders and cooperate.
7. I will remember that I represent my community and my school as well as myself.
8. I will respect the authority and judgment of the coach.

* * *

1. I will not boo players or officials.
2. I will not ridicule opposing schools or players.
3. I will not applaud the errors or penalties inflicted on my opponents.
4. I will not criticize the players or coach for a defeat.
5. I will not be unsportsmanlike in my conduct.

—Bowling Green High School, Bowling Green, Ohio.

BOTTLES TO BLOSSOMS

For nine months last year Walter Waller and Carl Day, yardmen at Phoenix, Arizona, Union High School, collected pop bottles discarded by students.

They returned the bottles to the store and collected the two-cent per bottle deposit.

When school opened this fall the campus was bordered with row after row of flowers. Waller and Day had saved the deposit money, purchased seeds and spent the summer planting and growing the flowers.—Associated Press.

DOLLARS FOR SCHOLARS

Last year our Key Club organized and promoted a "Dollars for Scholars" campaign during "Scholarship Week." The Club prepared blue and gold decals with a key design and the message "I Helped a Scholar with a Dollar" and canvassed the entire town.

We raised \$2,500. Of this amount \$2,000 was awarded to a senior majoring in science and \$500 was used to establish a special loan fund for graduating seniors.—Arcadia High School, Arcadia, California.

(There are now about 1,900 Chapters with 44,000 members of this organization in American and Canadian high schools. It is sponsored by Kiwanis International. Information may be obtained from Key Club International, 101 East Erie St., Chicago 11, Ill.—Ed.)

A HALLOWEEN FAIR

About ten years ago the PTA inaugurated a Halloween Fair in our school and since then vandalism has practically disappeared in our neighborhood.

This fair is held in the building from 7 to 11 o'clock, p.m. Exhibits and free entertain-

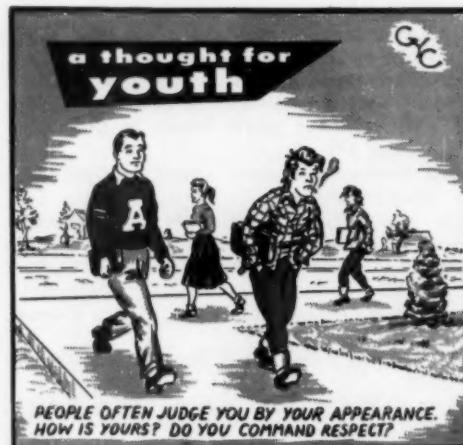
ment are provided on the lower floor while the upper floor is organized as a "midway" with the usual games, stunts, booths, etc. Donated food is also sold here. Last year nearly three thousand boys and girls attended this Fair.—Shumway Junior High School, Vancouver, Wash.

TEEN-AGE PAGE

Once a week teen-agers are responsible for one entire page of the "Kalamazoo Gazette." In addition to news the page includes two regular features. The first is a "Teen Calendar" which lists coming school and community events of special interest to young people. The second feature is "Teen Thoughts," a column in which students express themselves on topics of concern to them. These carefully written and signed articles make lively and informative reading for students, parents, and teachers.—Kalamazoo High School, Kalamazoo, Mich.

DRESS RIGHT

The Chicago Youth Commission is so convinced of the effectiveness of the "Dress Right" program conducted by the American Institute of Men's and Boys' Wear in helping to combat juvenile delinquency that it is featuring the "Dress Right" idea in a series of cartoons distributed to the press called, "A Thought for Youth." The Commission has commended the AIMBW for its efforts in behalf of youth to build good citizenship through its "Dress Right" programs.—American Institute of Men's and Boys' Wear, 386 Fourth Ave., New York 16, New York.



"A Thought for Youth"

WELCOME WIGGLE

For the last three years we have held a "Welcome Wiggle" to help new students get acquainted with the school and its students. This dance is held in the school cafeteria from 7 to 11 p.m. Refreshments, entertainment and games are also a part of this program.—Edsel Ford High School, Dearborn, Mich.

WELCOME PROGRAM

Our new students are welcomed each term at a special assembly presided over by the President of the Student Council. A panel of students who have participated in the various activities discusses and explains the purposes, organization, activities, records and eligibility requirements. During this program appropriate counsel is presented concerning the recognition, and proper capitalization of student interests and abilities.—Appleton High School, Appleton, Wis.

DRESS-UP DAY

We tackled our student-dress problem last year by setting aside a day which students observed by dressing as appropriately as possible. The observance was so successful that we have planned six for this school year.

The home economics department and the student council sponsored the event. Students in homemaking received extra instruction in good grooming and the care of clothes. Girls studied the details of attractive styles in dresses. Boys visited men's clothing stores and attended two illustrated lectures given by a leading clothier.

The student council has stressed the desirability of wearing clothes that are appropriate and well cared for, though not necessarily new. As a result, students generally have improved in appearance and behavior.—Mary Cocks and Kenneth Koch, classroom teachers, Central Junior High School, Rock Island, Illinois.

L. C. S. IS ON THE AIR

Every Saturday at 10:45 a.m. the Liberty Central School radio club presents its weekly program over Station WVOS. This broadcast is student directed and produced but is supervised by a faculty adviser.

Each program is the responsibility of a student producer, who directs one show every six weeks. He is responsible for timing the program, checking the scripts, bringing the cast together and rehearsing the program.

On Friday the cast and the producer meet with the adviser to preview the program. The cast

meets again on Saturday at the radio station for a final rehearsal before the broadcast.

The format of the program generally includes school news, sports, a "hit" record and a special feature.

The special feature is a very flexible item which allows for the student to be as creative as possible. He (or she) may conduct an interview, schedule a debate, read poetry, present a playlet or dialogue, or even discuss such a topic as classical music.—Morris Gerber, Liberty Central School, Liberty, New York.

HAND PLAQUES

Materials (for a group of 30 students): 2 cans glazing compound (window putty), 15 lbs. plaster of Paris, 1 qt. clear shellac, 2 cans gold spray paint, 5" round embroidery hoop, 6" x 8" sheet of plastic (or any smooth surface such as a pane of glass), large mixing bowl, waxed paper, water, 30 metal picture hooks, and modeling tool.

Procedure: Place waxed paper on plastic surface. Roll out fist-sized ball of putty to desired thickness. Set hoop halfway down into putty. Make impression of student's hand. With clay modeling tool, print date in reverse.

Mix sufficient plaster of Paris in bowl (2 parts plaster to 1 part water, to a consistency of waffle batter). Pour mixture over putty slowly, occasionally tapping plastic, causing air bubbles to rise to surface. Place metal picture hook in plaster before it sets. After plaster sets, remove hoop and lift from waxed paper. Apply one coat of shellac. When dry, apply gold paint to plaque.—Florence B. Galbreath and Yolanda O. Ingrassi.

EXAMINATION OF CONSCIENCE FOR STUDENT COUNCILS

1. Is yours a faculty-student organization?
2. Do you submit your activity reports to the central office by the tenth of the month following the report?
3. Do you acquaint the entire student body of council activities?
4. When a member of your council attends a meeting outside the school, do you have that person report back to the school?
5. Have you studied the **Federation Handbook**? (Additional copies may be purchased at fifty cents each.)
6. Have you looked at the resolutions of the last convention since you filed them last May? (You just might get some ideas.)
7. Is your council doing what it is intended to do: Develop a sense of responsibility in all the students of the school?

8. Have you taken reservations for the All-Federation Ball?
9. Have you given the student body a report of the Council Clinic?
10. Are your dues paid?

—The Federation Newsletter, Federation of Catholic High School Students, Pittsburgh, Pa.

DONKEYS AND BASKETBALL— FOR A GOOD CAUSE !!

No, your eyes are not playing tricks upon you. This is a basketball court, those are basketball players, and those are donkeys! And a real and full basketball game is being played by players on two teams who ride from one end of the court to the other on the backs of jackasses.

This game was played in Dickinson, North Dakota, and was sponsored by the Dickinson State Teachers College Rodeo Club. The purpose of the game was to raise money for use of the club during the coming rodeo season—to help defray expenses which may be incurred. The game was well attended—in fact, the hall was packed! The crowd was treated to an evening of spills, thrills, and comedy, which surpassed anything which they had seen in a long time.

Points in this game are made just as they are in any other basketball game, except that there are no free throws. Although the players do not always stay on their mounts, they have to be mounted when shooting for the basket. Some of these donkeys are stubborn as mules!

The donkeys have rubber shoes, of course, and the court is none the worse for wear after the entertainment.

The final score? Well, who remembers?—Erwin F. Karner, State Teachers College, Dickinson, North Dakota.

Among The Books

FIELD HOCKEY, for Players, Coaches, and Umpires. By Josephine T. Lees, former coach, Rhode Island University and Betty Schellenberger, United States First Team, 1939-1955. The Ronald Press Company, 15 East 26th Street, New York 10, New York. \$2.95.

Every phase of hockey is covered in this book—description of the game, personal and game equipment, background of the growth of hockey in the United States, the eleven players' duties on offense and defense, the fundamentals and advanced techniques of the strokes and tactics, practice suggestions and innumerable plays, and umpiring techniques.

The volume contains an original explanation and illustration of goal-tending technique, and the most extensive glossary of field hockey terms published. A complete and valuable book for high school and college coaches and players, for club players, and for local, sectional, and national umpires.

Some 55 diagrams and photographs are used to illustrate the hockey field and various strokes and plays. This is another excellent member of the Barnes Sports Library.

101 MONEY MAKING IDEAS FOR CLUBS

Scores of ways whereby your organization can raise money for worthy causes are spelled out in "101 Money Making Ideas for Clubs," an invaluable book by Dr. Nellie Z. Thompson just off the press.

This book not only specifies projects with concrete details, but it also discusses plans, problems, and policies. The interests and needs of practically every type of group are taken into consideration.

"101 Money Making Ideas for Clubs" is available at \$1 per copy from Public Affairs Press, 419 New Jersey Avenue, S.E., Washington 3, D.C.

comedy cues

Cora: "I hear you have accepted Joe. Did he happen to mention that he had proposed to me first?"

Laura: "Not specifically. He did say he had done a lot of foolish things before he met me."



Let Me Think

Ed: "I guess you've been out with worse looking fellows than me?"

No answer.

Ed: "I say, I guess you've been out with worse looking fellows than me?"

Susie: "I heard you the first time. I was just trying to think."



A customs officer asked this routine question of a feminine traveler: "Anything to declare, madam?"

"No, not a thing."

"Then am I to understand, madam, that the fur tail hanging down from under your coat is your own?"

ARE YOU HOBLING YOUR YEARBOOK STAFF? Or Do They Get PHOTOLITH YEARBOOK MAGAZINE Each Month?

Obviously, the best is none too good for the football team — the basketball boys — the band. No handicaps for any of them in their competition with other schools! . . . And naturally, the best reading material, including current magazines in the field, are standard supplies for the classroom. That's the modern way in education.

What About the Yearbook Staff?

And that brings us to the adviser and staff of the project which ALONE AMONG SCHOOL PROJECTS prepares and leaves to the school a bound, permanent record of the year in the school — THE YEARBOOK — a volume which students and the community alike regard with renewed pride in THEIR SCHOOL.

Thousands of Staffs Already Receive PHOTOLITH

Thousands of schools are already receiving PHOTOLITH EACH MONTH OF THE SCHOOL YEAR. . . . And EVERY DAY we received letters of glowing praise and appreciation: "Keep this splendid magazine coming. . . . Those articles by advisers of prize-winning books are superb. . . . Marked copies make the rounds of our staff every month. . . . That layout article was most helpful. . . . Thanks for the article on money-raising. . . . etc., etc.

How Can You Get PHOTOLITH YEARBOOK MAGAZINE?

Just fill out the form below. A recent copy will come to your school by return mail. After the first issue, if you don't like this ONLY YEARBOOK MAGAZINE, just drop us a card saying "CANCEL IT." Any money sent will be quickly returned. (Confidentially, we couldn't afford this offer if experience hadn't proved that ONCE YOUR STAFF SEES ONE COPY, YOU WON'T GIVE IT UP!)

LET US HEAR FROM YOU.

Give your staff an equal break with other staffs all over the nation. Your adviser will thank you for helping her out too. By the way, Photolith sponsors a critical service for fall-delivered yearbooks.

(Tear or cut out)

RUSH FIRST COPY OF PHOTOLITH

Editors, Photolith

Box 597

Columbia, Missouri

Here's my \$3.50 for a year's subscription. RUSH FIRST COPY. If I don't like it, I understand that you'll refund my money for the year.

As a beginner's bonus, send me the free BONUS BOOKLET, as soon as it's ready. I understand that this will not cost me a cent if I subscribe now, send my check.

Send magazine to: (Signed) _____

NOTE: Send us information
about the fall critical service. (Address) _____
(City, State) _____

THE CLEARING HOUSE

is the working partner of the principal

— but there's something
in every issue for every faculty member!

For the Principal: THE CLEARING HOUSE is the working partner of the principal because it is devoted primarily to reporting best current practices in school administration and curriculum and to keeping principals informed of developments in the junior and senior high school subject areas. Each issue contains a prodigious amount of useful information on the principal's primary concern — the educational program of his school.

For the Faculty: In addition to the reports on courses and teaching methods in various subjects, each issue contains articles of general interest to all in the junior and senior high school program. THE CLEARING HOUSE features and departments are written and presented with a sparkle that raises professional reading to the point of entertainment. . . Book Reviews, Audio-Visual news, Tricks of the Trade, and Comments and Opinions by our editors.

Sample copy sent on request

Subscription price — \$4.50 a year

THE CLEARING HOUSE

Published monthly, September through May

by

Fairleigh Dickinson University
Teaneck, New Jersey

5

Ann Arbor, Mich.

313 N. Zeeb St.

UNIVERSITY MICROFILMS

